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**ESTABLISHMENT AND DEVELOPMENT
OF PRIVATE HIGHER SCHOOL:
NATIONAL AND GLOBAL DIMENSIONS**

MONOGRAPH

Ministry of Education and Science of Ukraine
Sumy State Pedagogical University named after A. S. Makarenko

**Larisa KORZH-USENKO,
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The monograph is a study containing an analysis of the genesis of a private higher school in Ukraine in the context of the world educational space, theoretical and organizational and pedagogical foundations of the specified process. The research outlined the factors and carried out the periodization of the development of private higher education on the territory of Ukraine; directions for public and private initiatives in the organization and structural renewal of the private sector of higher education are revealed; content-procedural and personnel features of a private higher school were revealed. The trends in the development of private higher education in the global dimension are outlined and the possibilities of using positive experience in the conditions of reforming domestic higher education are updated.

The monograph is addressed to a wide range of educators and can be used as a guide for teaching special courses and disciplines on the history of pedagogy, higher school pedagogy, history of Ukraine, at the English lessons, in improving English knowledge, etc.

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LIST OF CONVENTIONAL ABBREVIATIONS

KSA	Kyiv State Archive.
SADR	State archive of Dnipropetrovsk region.
SAOR	State archive of Odesa region.
SAKR	State archive of the Kharkiv region.
IM NLU	Institute of Manuscripts of the National Library of Ukraine named after V. Vernadskyi.
IRO	International Organization for Refugees.
USSR	Union of Soviet Socialist Republics.
CSAHA AU	The Central State Archive of Higher Authorities and Administration of Ukraine.
CSAFU	Central State Archive of Foreign Ukrainians.
CSHAUK	Central State Historical Archive of Ukraine in Kyiv.
CUUS	Central Union of Ukrainian Students.

INTRODUCTION

The modern Ukrainian state is reforming the education system aimed at forming a new generation of citizens based on democratic values and national educational traditions with the aim of building a legal civil society. That is why the study of the positive historical experience of public interaction in the process of formation of a private higher school in times of socio-economic transformations is very relevant.

The cardinality of socio-political and socio-cultural transformations in Ukraine at the turn of the 20th-21st centuries contributed to dynamic transformations in the educational sector. The adoption of the laws of Ukraine "On higher education" (2014), "On education" (2017), a number of other documents that equalized the rights of higher education institutions of state, communal and private ownership in the implementation of educational activities had an impact on the development of the network of private higher education institutions and expanding opportunities for citizens to exercise their rights to education. In this context, the experience of the functioning of private higher schools of Ukraine at the end of the 19th and the beginning of the 20th century is valuable, the importance of which in training highly qualified specialists for various fields was quite significant.

The analysis of the pre-revolutionary historiography of the selected problem proves the reference, popular science or memoiristic nature of the literature. During this period, the private higher school of Ukraine was mostly considered in the context of more general studies or was presented by historical chronicles of individual higher educational institutions.

During Soviet times, the activities of private higher schools were not the subject of separate studies and were only fragmentarily covered in general works.

Modern historiography, which originates from the 90s of the 20th century, is characterized by a specific increase in research of a monographic and dissertation nature (in philosophy, sociology, history, pedagogy, law, economics, theory of public administration) on certain aspects of the activity of private higher schools of Ukraine, in particular, private (V. Astakhova, M. Biriukova, L. Herasina, I. Dobrianskyi, O. Donik, O. Druhanova, S. Zhara, O. Ivanov, T. Lutaieva, S. Medvedchuk,

V. Postolatij, Ya. Romanchuk, O. Sydorenko, Ye. Stepanovych, T. Udovytska, Ya. Khanyk, I. Yakymiv, etc.). Entrepreneurial and philanthropic activities of representatives of various social strata and public associations, in particular regarding the foundation and support of private educational institutions, became the subject of research by L. Vovk, V. Korniienko, A. Naradko, S. Poliarush, N. Seiko, M. Slaboshpytskyi, V. Chervinskyi and others.

Contemporary foreign historiography is of considerable scientific interest, the analysis of which proves the actualization of the problems of the formation and development of private higher educational institutions on the territory of Ukraine. However, Western European and American researchers mostly study private higher schools during the time of state-independent Ukraine (D. Handel, D. Lewis, J. Stetar and others). On the other hand, the works of Russian authors do not sufficiently present Ukrainian material on the development of higher education in the conditions of the Russian Empire.

Thus, the analysis of historiography proved that the development of the private higher school of Ukraine at the end of the 19th and the beginning of the 20th century is an understudied problem, especially from a historical and pedagogical perspective.

First of all, in our opinion, it is necessary to clarify the conceptual and terminological apparatus of the study. The very concept of "private higher school" needs a definition. It should be noted that Soviet authors mostly call these educational institutions "non-governmental".

Modern scientists emphasize that in world practice there is no single approach to defining the concept of "private education", which is synonymously used with the terms "free education", "private education", "alternative education". The definitional uncertainty also persists regarding higher schools of the private sector, which are positioned as private (private), independent (independent) or "free", private (nonstate), non-governmental (non-governmental). In the proposed monograph, by the term "private higher school" we mean a network of higher educational institutions that were created and operated on the territory of Ukraine in the late 19th - early 20th centuries at the expense of private individuals, public associations and organizations .

CHAPTER 1

THE DEVELOPMENT OF PRIVATE HIGHER SCHOOLS IN UKRAINE AT THE END OF THE 19TH - BEGINNING OF THE 20TH CENTURY

1.1. Prerequisites and factors of development of private and higher schools of Ukraine in the studied period

Analyzing the historical prerequisites of the studied phenomenon, it should be noted that over the centuries, broad sections of the public have made attempts to renew higher schools, aimed at improving the quality of educational services. A retrospective analysis of the development of education on the territory of Ukraine shows that since the days of Kyivan Rus, the state, church and society have taken care of the education and upbringing of the young generation. The answer to public demand was the creation of court schools, schools of masters of literacy, development of the practice of individual mentoring. This tendency remained relevant even in the Cossack period: therefore, in the 16th–18th centuries, private initiative became an important factor in the development of domestic schooling, contributing to the development of a network of educational institutions of various levels, in particular, fraternal schools, Ostrozka and Kyiv-Mohyla academies, Orthodox collegiums, Catholic and Protestant educational institutions (Sydorenko, 2017). However, as a result of centralization processes caused by the incorporation of Ukrainian lands into the Russian Empire at the turn of the 18th and 19th centuries, the prerogative in regulating various spheres of social life belonged to the state apparatus.

The next surge of public interest in participation in the development of education occurred in the second half of the 19th - the beginning of the 20th century, which was connected, first of all, with the intensive development of industry, state reforms, and the activation of public-political and public-pedagogical movements . Socio-political factors for the birth of a private higher school were the liberal reforms of the 60s and 70s of the 19th century in the educational sphere and society as a whole (abolition of serfdom, introduction of local self-government bodies, university and judicial reforms, etc.).

In the specified period, 80% of the Ukrainian lands covering the territory of Trans-Dnieper Ukraine belonged to the Russian Empire. Under the pressure of public activism, demands for the democratization of society, and the desire for personal and civil freedom, representatives

of the intelligentsia led to the liberalization of government policy in the era of reforms in the Russian Empire. Having set a course for the country's transition to a market economy, Emperor Alexander II realized that the key to the formation of an army of self-employed workers needed by big industry is the liberation of the peasantry, approved by the manifesto of 1861. Characteristic features of social processes at the turn of the 19th and 20th centuries were the impoverishment of noble families, the further social stratification of society, the "demographic boom", the growth of the urban population, and the increase in the activity of various people who formed the basis of the new intelligentsia. At the same time, a significant decrease in the number of able-bodied male population as a result of exhausting wars that took place in the studied period opened up opportunities for revising the social status of women and the career prospects of women's representatives.

The rapid development of capitalist relations and scientific and technological progress, the activation of trade, the development of Ukraine's rich natural resources with the involvement of foreign capital, the establishment of transport connections between the regions of the empire, the countries of the East and the West thanks to the creation of an extensive network of railways, river shipping, the rise of agricultural and industrial production (iron ore, mining and metallurgical, machine-building, water transport), a high concentration of large capitalist enterprises equipped with the latest equipment required the training of personnel with appropriate qualifications (Fedosova, 2014; Shliakhov, 2010). The social demand for technical and natural sciences specialties designed to meet the needs of production required a new quality of specialized professional and technical education, which began to outpace general education in terms of the rate of expansion. We agree with the opinion of modern scientists (Bilan, 2011; Zaitseva, 2000; Kapeller, 2005; Kolpakova, 1996; Kravchenko, 2011; Reient, 2007; Fedosova, 2014; Shliakhov, 2010) that the actualization of the idea of starting higher educational institutions of a new type found support among industrialists, progressive technical and public figures.

The deepening of the processes of social differentiation in the conditions of an urbanized society, the focus on the modernization of the economic structure and the reformation of social structures became the basis of the new consciousness of the young generation through the

assimilation of civic values. The manifestation of changes in the mentality of parents was the desire to provide their children with a decent education, which was perceived as a guarantee of social elevator, as an opportunity to "go out into the people", which caused the need to intensify the development of the educational network (Drach, 2011).

In our opinion, such psychological (mental) factors of the genesis of the studied phenomenon as the leveling of old values, generational conflicts, manifestations of innovative behavior of young people in the conditions of the birth of a new industrial society, a sense of instability, the desire for self-realization, the acquisition of independence, activity, responsibility for fate need to be taken into account. own family and country. The subjective factor should not be ignored (charisma, perseverance, dedication, authority, leadership and organizational skills of benefactors and patrons, generators and implementers of educational initiatives).

The deepening of the differentiation of scientific knowledge, the theoretical and methodological crisis of the humanities at the turn of the 19th and the beginning of the 20th centuries, deep mental changes, ripe practical challenges, the wide public resonance of the education crisis and the "university question" prompted the search for alternative teaching systems, the generation of new ideas aimed at review of the effectiveness of public and private higher education institutions.

The fictitiousness of the "freedom of learning and teaching" proclaimed by the university charter of 1884, strict administrative regulation of the educational process, the lack of flexible curricula, formalism and excessive demands on exams, the "serf status of students", the omnipotence of inspectors and pedels, the fight against manifestations of corporate solidarity in the academic environment, making it impossible for students to carry out educational work (deprivation of the right to read even pamphlets checked by the censors in public classrooms) became the reasons for "educational absenteeism", the growth of oppositional sentiments in the academic corporation, and the sharpening of criticism of the traditional university system.

The paradigm of a private higher school is based on the socially oriented idea of raising the educational level, creating favorable conditions for the social elevator of citizens, which was characteristic of civil society. This is due to the focus of free schools on achieving the maximum democratization of the contingent of students, despite the

losses for the financial component of their activities. The phenomenon of a private higher school in the conditions of the Russian Empire developed under strict administrative control, pressure and restrictions, and active interaction with local bodies of city self-government, which helped to solve organizational problems. The private higher school was based on the model of an autonomous university, independent of the state and other social institutions, which provided for the organization of education within its own infrastructure thanks to the cooperation of subsystems of different levels. Similar to the first autonomous universities of the Middle Ages, private higher schools developed a separate charter and used their own resources.

Among the factors of the development of a private higher school, it is necessary to take into account the features of the modernization and Europeanization of the society of the Russian Empire in the conditions of autocratic system and agrarian-industrial economy. The social, national, religious, and cultural problems generated by the rapid economic development, which intensified in various countries of the world, threatened a global social revolution. In the context of the mentioned processes, new requirements were put forward to education, which opened opportunities for the general public to acquire the knowledge demanded by society, which was seen as a guarantee of the protection of the civilized world from the threats of the new century.

However, the strict official framework of the state system made it impossible to respond promptly to the challenges of the time, as bold experiments in the field of higher education, which required numerous agreements and approvals at the highest level, were allowed to be implemented only "by way of exception", pushing talented young people and professors away from the university environment. Government circles understood the significance of the nature of education, especially higher education, for the formation of the worldview of citizens, connecting it with the foundations of state security. However, about 80% of the funding for the needs of universities, which came from the state, was insufficient to cover all costs. Private donations from benefactors and philanthropists were a specific financial basis for the functioning of universities. At the same time, the rise of the public-pedagogical movement for education reform in the studied period often contradicted the educational policy of the official structures of the Russian Empire. The Ministry of National Education managed

educational institutions mainly by command-administrative methods: instructions, prohibitions, restrictions, closure of scientific publications, narrowing of the subject of scientific research, strict control over the life activities of teachers and students, which was deepened by the conservatism and inertia of university education itself, Russification of the educational process on Ukrainian lands (Kosinova, 2003, p. 7).

An important factor was the confrontation or the search for consensus between representatives of public and government structures due to different attitudes to the consequences of the low level of education of the population, the need to increase literacy as a means of accelerated economic development, overcoming the lack of teaching staff, solving the problems of social, national and women's emancipation. A serious problem for the optimization of the educational space, the adaptation of applicants to the requirements of the higher school was the lack of continuity between the links of schooling and significant gaps in the knowledge of natural and exact sciences among students of classical gymnasiums. Accordingly, in the process of forming the structural components of degree education (primary, general secondary, professional, special secondary and higher), the growth of the number of educational institutions of various levels at the turn of the 19th and 20th centuries led to an acute public demand for specialists in pedagogical specialties, which the universities could not satisfy.

Very influential factors affecting the formation of a private higher school were the sharp fluctuations of the state course due to the predominance of liberal or conservative approaches. Thus, the admission of women to universities in the Russian Empire was closed by the university charter of 1863, despite the generally democratic principles of the document. At the same time, the government allowed the opening of higher educational institutions for women with public and private funds, placing the solution of this issue under strict bureaucratic control.

In the context of the international dimension of the chosen problem, we should note that the "first wave" of globalization was born in the period under study, when integration processes took place in the economic and financial spheres, labor migration intensified, and an active scientific and cultural dialogue was established between scientists and cultural figures from different countries of the world. internationalization of education systems was carried out, international

pedagogical tourism was developed. The feminist movement in Europe and the USA, aimed at achieving the personal independence of women, had a significant influence on the development of women's higher education. In the 1870s of the 19th century, women in Switzerland, England, and Italy won the right to university education based on the principle of co-education, while the ruling circles of Austria and Germany showed greater conservatism. The personal example of representatives of the emancipated women of the Russian Empire who received higher education abroad (primarily in Switzerland and France), some of whom gained international recognition for their scientific activities (such as S. Kovalevska, M. Sklodovska-Kiuri) (Korzhusenko, 2017).

The mass educational tourism of ambitious women to the leading countries of Europe, which was accompanied by the "radicalization" of views, prompted the Russian government to revise the established views on the intellectual potential of the "fair sex". For the Russian Empire, the German model of higher women's courses, opened in Berlin in 1867, aimed at separate training of male and female students, turned out to be more acceptable.

However, only the revolutionary upheavals of 1905 forced the Russian government to grant women the right to study at universities; a number of women's higher educational institutions and public organizations were created through the efforts of private and public initiative. The All-Russian Congress of Women (1913), which included the section on higher education, was of significant importance for the activation of the "female factor" in educational and social processes.

The revolutionary events of 1905–1907, which forced the Russian government to issue a number of legislative and administrative acts, became the impetus for changes in the field of higher education (Manifesto of October 17, 1905 on "civil liberties", convening of the State Duma, granting the right to representatives of various sections of the population to participation in elections to the legislative body and others). For the first time in the history of the Russian Empire, the autocratic monarch announced "the intention to grant the population inviolable foundations of civil liberty based on the principles of real inviolability of the person, freedom of conscience, speech, meetings, and unions." One of the acts aimed at realizing the specified freedoms was the "Temporary Rules on Societies and Unions" (1906), until the

publication in accordance with the Manifesto of October 17, 1905, of the "General Law on Societies and Unions". However, this law was never issued before the February Revolution. Thus, the temporary rules were the only act in the history of the Russian Empire that regulated the activities of public organizations.

It is necessary to note the inconsistency of the specified legislation: although the Temporary Rules proclaimed the freedom to create associations without the government's permission, all subsequent points of the document refuted this thesis. They also contributed to the expansion of the creation of various organizations and the activation of public activities. In the shortest possible time, parties of various political orientations were created in the country, which paid special attention to education issues. The liberal professorship believed that successful economic development of the country and strengthening of its political power are impossible without a properly organized public education. Under the pressure of the public, which proved that higher public educational institutions are the means of achieving world leadership, the Russian government went to grant the right to some organizations to open higher private educational institutions.

By order of August 27, 1905, universities were given autonomy in the field of educational and scientific activities, the admission of women was allowed (valid until 1908), which contributed to the development of the trend towards feminization of higher education. A number of governmental and departmental draft laws and provisions on the organization of women's higher education ("Rules on testing persons of the female article on knowledge of the course of higher educational institutions and on the procedure for awarding them academic degrees and the title of teacher of secondary educational institutions" dated December 19, 1911, Circular dated 20 of May 1912 on the procedure for applying the Law of December 19, 1911, the Circular of the Ministry of National Education of March 21, 1913, according to which students of higher female courses in Kyiv received the right to take exams in state commissions without special permission from the Ministry) determined the historical necessity and importance of development of higher women's education.

As evidenced by the analysis of archival materials, the motives for the emergence of private schools were different (from purely political to practical needs). For example, for courses A. Zhekulina was

characterized by the diversion of young people from political activity and mandatory teaching of pedagogy for the training of future female teachers (Dokladnaya, *CSHAUK*), while Kharkiv's higher women's courses were characterized by a dynamic increase in the number of primary and secondary educational institutions (On the Institution of Ustava, *SAKR*).

The end of the 19th - the beginning of the 20th century is characterized as a period of reform processes: changes in the system of primary and secondary education (creation of new educational institutions of various types, growth of their network); in the content of education (declaration of general education for all states, development of new curricula and programs, opening of space for creative activity of schools and individual teachers, improvement of the material and legal situation and professional training of teachers, development of their pedagogical skills, etc.), which required the training of a new generation teaching staff (Berezivska, 2008, p. 81) .

One of the first domestic scientists-pedagogues who laid the theoretical foundations for the development of higher education didactics, connecting special hopes with the development of private initiative and public-pedagogical movement, assimilation of foreign progressive experience, were K. Ushynskiy, O. Muzychenko, S. Rusova. It is the educational sphere that has become a space for the realization of the humane aspirations of true ascetics, the individual abilities of extraordinary personalities who successfully competed with state structures in the development of productive innovative projects. After all, as convinced by the classic of pedagogical thought K. Ushynskiy, "no statutes, reforms, states will do anything in such a practical and spiritual realm as the education of the people, if there are not people who are able to bring the life-giving force of their mighty spirit into this realm" (Ushynskiy, 1948, p. 85).

In the higher school of the second half of the 19th and early 20th centuries. the formation of the first domestic scientific directions and schools of a whole cohort of scientists took place: V. Antonovych, M. Bahalii, M. Kostomarov, I. Luchytskyi (history), M. Beketov (physical chemistry), O. Kovalevskiy (comparative evolutionary embryology), O. Potebnia (linguistics), L. Tsenkovskiy (veterinary microbiology), D. Zabolotnyi (biology), O. Liapunov (mechanics), M. Ostrohradskiy (mathematics), T. Osypovskiy (astronomy), etc. (Dodonova, 2013). The

creation of scientific societies, the organization of congresses, forums, congresses contributed to the mutual exchange of scientists' achievements, the consolidation of positions on solving urgent problems of science and education. It should be emphasized the exceptional importance of the Ukrainian Scientific Society named after T. Shevchenko for the institutionalization of Ukrainian science and the development of the idea of a free higher school at the end of the 19th and the beginning of the 20th century (Zaitseva, 2000).

The activation of scientific and pedagogical thought, the discussion of the latest ideas and best practices took place at the International Pedagogical Congresses (1900, 1901), the III Congress of Russian Workers on Technical and Professional Education (1904), the First All-Russian Congress on Pedagogical Psychology (1906), The First All-Russian Congress of People's Universities and Other Educational Institutions of Private Initiative (1908), the First All-Russian Congress on Women's Education (1914), two All-Ukrainian Teachers' Congresses (1917). Fierce debates about conceptual approaches to the development of higher education unfolded at the All-Russian Congress on Women's Education. Thus, M. Struve insisted on the need to realize the threefold goal of a higher school - general education, professional and scientific, while Professor M. Pokrovskyi emphasized the need to move away from "floor encyclopedism" and proved the relevance of intensive specialization of a higher school, unlike a secondary school, which provided general educational knowledge, the need to eliminate the aristocratic character of education in favor of democratic (the departure of the elite in favor of the masses) (*Trudy*, 1914).

Along with the national nature of education, the Ukrainian intelligentsia advocated the values of free education - freedom, self-activity, creativity, diligence, free development, which were considered in the context of self-identification. According to the opinion of the outstanding Ukrainian teacher and public figure I. Ohienko, the level of education and skill of the teacher determines the future of the nation, is an essential sign of professionalism, the ability to purposefully and persistently work on oneself, to acquire new and improve already acquired knowledge, self-improvement of the individual as a higher spiritual need and the process of acquiring freedom (Trynus, 2017).

A difficult problem in the rapid development of higher education was the disconnection of education from the needs of practice and actual

problems of the native people, the unresolved national problem, social and gender discrimination. The beginning of the 20th century highlighted the latest trends towards diversification, democratization, humanization, gender equality, which witnessed the radical destruction of social stereotypes: the state monopoly in the field of higher education was overcome thanks to alternative universities - the result of private and public initiative; the nobles on the student benches and behind the teaching tribunes were crowded out by peasants and peasants; in contrast to the authoritarianism of the all-powerful teacher, a subject-subject approach is emerging in relations with student youth; the thousand-year domination of men in the realm of reason ended with the brilliant victories of femininity (Drach, 2011).

The progress in the development of higher education during the researched period owes primarily to private and public initiative, and at first the main donors were representatives of the intelligentsia, primarily university professors and members of their families. It is necessary to take into account such factors as the institutionalization of pedagogy as a separate field of scientific knowledge, contradictions between currents of the ruling elite, representatives of official and humanistic pedagogy, formal and material approaches to determining the content of education, philanthropic and mercantile motives of the founders in a situation of moral and civic choice.

As noted by O. Drach (2011), civil society in the Russian Empire applies traditional forms of work (popularization in the press, attracting donations, organizing charity concerts and festivals to raise funds) and introduces new ones (free provision of premises and equipment for the use of courses, refusal of professors to pay, full economic independence of women's circles, etc.). The first experience of social activism and self-management at higher women's courses was positive, which proved the organizational and administrative abilities of female students, convincing skeptics of the ability to acquire and practically implement the acquired knowledge and skills.

University cities: Kyiv, Kharkiv, Odesa were powerful centers of generating educational initiatives in the studied period. In terms of scientific and economic potential, Odesa was the third city in the Russian Empire, closely connected with major European and world powers due to its inclusion in the free trade zone. Kharkiv province was the most developed among the Ukrainian lands, which, according to D.

Doroshenko, became the basis of cultural and national revival, combining the traditions of the past and innovative ideas of the future (Doroshenko, 1991). At the beginning of the 20th century, Kyiv was the leader in the number of private higher education institutions among the cities of Ukraine. Katerynoslav and Odesa, as the centers of Jewish nationalism in the south of the Russian Empire, showed an interest in creating higher schools for Jews who were subjected to considerable discrimination in the Russian Empire.

The events of the First World War, which actualized the demand for specialists in medicine, pharmacy, military affairs, technical specialties, etc., became a significant factor in the intensification of public and educational activism of the intelligentsia.

In general, the identified factors made it possible to periodize the development of a private higher education institution and to distinguish the following stages: 1st – initial and probationary (1876–1905), associated with the creation of private and public initiatives and the first experience of a new type of higher educational institutions, oriented and state standards; II nd– structural and organizational (1905–1917), which was characterized by gradual institutionalization and active development of a separate sector of private higher education based on the activation of public-pedagogical association; III-d – innovative and transformative (1917–1920), during which legal recognition of the completeness of the status of private higher schools took place, active attempts were made to intensify the pedagogical process using new scientific approaches, to activate student self-government, to implement academic, personnel and financial autonomy.

1.2. Structural update of the private higher school of Ukraine in the studied period

In the context of clarifying the conditions of diversification of higher education on the territory of Ukraine, we will focus on the directions of implementation of public and private initiatives regarding the organization and structural development of private higher schools, represented by university-type institutions, highly specialized universities (medical, pedagogical, art, commercial, engineering and technical, agricultural etc.), national universities.

It has been established that private higher schools of the university type (higher women's courses) arose due to the restriction of

women's access to classical universities, provided general education knowledge and were mostly focused on teacher training. Private institutions of higher pedagogical education tried to compensate for the lack of teaching staff. Medical schools were a reaction to the violation of women's rights in obtaining higher education in the relevant specialization. The artistic direction of higher education, due to the lack of such state universities within Ukraine, was provided by innovative private institutions in which artistic talents were cultivated. National economic universities (commercial, engineering-technical, agricultural) provided higher economic, technical and agricultural education.

In our opinion, it is appropriate to consider the development of private higher schools of Ukraine in the period under study within the limits of the periodization presented in the previous section. Thus, the first - initial and probationary - stage (1976–1905) was characterized by the birth of private higher schools on the territory of Ukraine. It was at this time that the first successes in the implementation of public and private initiatives regarding the opening of university-type private higher schools (Kyiv and Odesa higher women's courses) and artistic direction (Music and Drama School named after M. Lysenko) took place.

The second – structural and organizational – stage (1905–1917) is associated with the active development and further differentiation of the private sector of higher education. At that time, new pedagogical (Frobeliv Women's Pedagogical Institute in Kyiv and Kharkiv Frobeliv courses), medical (Kyiv and Kharkiv Women's Medical Institutes, Odesa Higher Women's Medical Courses), commercial (Kyiv and Kharkiv commercial institutes), and polytechnic institutions (Kharkiv Women's Polytechnic Institute of the South Russian Technological Society, Jewish Private Polytechnic Institute for Men and Women in Katerynoslav, founded by O. Presso and L. Rabinovych). University-type higher schools underwent qualitatively new development (activities of the Kyiv Higher Women's Courses were resumed, the Odessa Higher Women's Courses received the status of a higher educational institution, the Kyiv Evening Higher Women's Courses of A. Zhekulina, the Kharkiv Higher Women's Courses, the Novorossiysk Higher International Institute of L. Vertsynskyi in Odessa were opened, Nizhyn Higher Women's Historical and Philological Courses, Katerynoslav Higher Women's Courses O. Tykhonova and M. Kopylov) and institutions of higher art education (Kyiv and Kharkiv conservatories were founded).

In addition, at this stage, other higher educational institutions temporarily operated on the territory of Ukraine, but their operation was short-lived and mostly ineffective. Modern researchers include the Kyiv women's general education courses of Professor M. Dovnar-Zapolskyi, the Kyiv women's historical and philological courses of Professor M. Dovnar-Zapolskyi, the Kyiv medical and pedagogical courses of the private associate professor of the University of St. Volodymyr A. Karnytskyi "Mother and Child", Kharkiv private higher women's courses of N. Neviandt, Odesa higher commercial courses of Professor O. Fedorov and H. Faih , Fomin practical general education courses for men and women in Simferopol (Korzh-Usenko, 2019, p. 192).

The third – innovative and transformative – stage (1917–1920) fell on the period of national state formation, favorable for the creation of dozens of private institutions of higher education (mostly highly specialized) and national universities. In particular, the active public participated in the establishment of highly specialized institutions of art (art, music, theater, cinematography), engineering and technical (polytechnic, machine-building, communication), medical (pharmaceutical), pedagogical, legal, diplomatic, administrative, municipal, cooperative, archaeological, geographical, agricultural directions.

The analysis of scientific intelligence of modern researchers (L. Korzh-Usenko (2019), T. Pavlova (2012), T. Udovytska (2002), etc.) proves that in a short time, most of the indicated centers turned into full-fledged higher schools, which conducted the training of specialists from both traditional and new directions, strengthened the existing links (pedagogical, medical, agricultural), and also filled the missing ones (commercial, polytechnic, musical arts), expanding access to higher education for certain categories of the population, discriminated on the basis of gender, nationality or other signs.

In the context of the proposed periodization, we will consider in more detail the development of the above-mentioned private higher education institutions. The first private higher school on the territory of Ukraine was Kyiv Higher Women's Courses, the opening of which was preceded by a long struggle of the initiative public for the approval of women's rights to obtain higher education. For example, in the early 70s of the XIX century, representatives of the Kyiv Society of Naturalists began to hold public lectures on natural sciences and humanities for

women (Druhanova, 2008, p. 238), but soon the students began to request that they be given a systematic character. A group of socially responsible women, in particular the wives of professors of Kyiv University Ye. Hohotska and V. Antonovych, came up with the idea of founding higher women's courses, collecting 550 rubles on their discovery (*Historical record*, 1884, p. 1). Having supported the initiative, Professor O. Selin, dean of the Faculty of History and Philology of the University of St. Volodymyr, in 1874 declared his desire to become their organizer, and after his death, Professor S. Hohotskyi took over the initiative.

In accordance with the persistent appeals of the university professorship and the demands of the public, in 1878 the Ministry of National Education approved the opening of higher women's courses in Kyiv (*Higher educational*, 1884, pp. 243–244). At the same time, the trustee of the Kyiv educational district adopted the "Regulations on Higher Women's Courses", in which it was noted that this is a private institution created with the aim of providing opportunities for girls to continue their education after finishing high school (*Kratkiy obzor*, 1913, p. 5).

Kyiv higher women's courses began their activities in 1878 as part of the historical-philological and physical-mathematical departments. And although the founders were actively concerned with the issue of expanding the rights of female students through the development of projects for taking exams at the university, these ideas were not implemented. Therefore, the completion of higher women's courses did not provide any professional advantages for the graduates, except for the opportunity to deepen their knowledge. As a result of the political reaction, the institution was closed in 1889. The active public, led by university professors (in particular, V. Ikonikov and F. Fortynskyi), repeatedly appealed to the Ministry to justify the feasibility of resuming the Courses. Representatives of well-known families of the Ukrainian intelligentsia (Kosach, Lysenko, Starytskyi, Chykalenkyi, Shcherbakivskyi) also participated in this process (Korzh-Usenko, 2019, p. 194).

However, the plan was implemented only in 1906 . The restored Kyiv higher women's courses united the historical-philological and physical-mathematical departments. From now on, the historical-philological department was divided into departments - historical,

Slavic-Russian and Romano-Germanic philology. Over time, specializations in Russian, world history, and art history appeared at the historical department (Kobchenko, 2007, p. 103). The physical-mathematical department united the physical-mathematical, physical-chemical and biological departments (in 1912, the last two were combined into one - natural-historical). Moreover, it was possible to complete two specialties at the same time, but then the term of study increased to six years instead of four. Later, medical (1907), legal (1907), and economic and commercial (1909) departments were organized as part of the Courses.

A number of interesting unimplemented initiatives fall on the initial and approbation stage of the development of private higher schools. In particular, these initiatives include the creation of higher women's courses in Odessa (1879) and Kharkiv (1881). Thus, at the end of the 70s of the 19th century, professors of the Novorossiysk University, in particular S. Yaroshenko, O. Veriho, V. Lichyn, O. Trachevskiy, emphasized the need to satisfy women's rights to higher education, sending relevant petitions to the Ministry. At the same time, on the initiative of O. Tkachevskiy, preparatory courses for admission to the Higher Women's Courses were organized, covering Russian and Latin languages, mathematics (Drach, 2011, p. 277). However, it was only in 1903 that the Odesa Women's Pedagogical Courses were opened, on the basis of which, during the next (structural and organizational) stage, the Odesa Higher Women's Courses were created (1906). Already in the first years, the Trustee Committee of Pedagogical Courses focused attention on the arrangement of the appropriate premises, library and physical office (Report prepared, *SAOR*, sheet 2-3).

Initially, the following departments were opened in Odessa women's pedagogical courses: history, Russian language and literature, mathematics, French language and literature, German language and literature. However, the latter was the least popular and could not recruit applicants the following year. Therefore, Odesa higher women's courses were opened in the composition of two faculties: historical and philological with historical, Slavic Russian and Western European departments (the latter of which was divided into French and German groups, but soon ceased to exist) and physical and mathematical (with mathematical and natural science departments). The following structural changes at the Odessa Higher Women's Courses were

associated with the opening of the Faculty of Law (1908) and the chemical-pharmaceutical department of the Faculty of Physics and Mathematics (1915).

It should be noted that at the second stage in Kyiv, in addition to higher women's courses, there were also other private higher schools of the university type. Thus, in 1905, the director of a private female gymnasium, A. Zhekulina, initiated a petition to open general education female evening courses. The initiator pointed to the need for in-depth training of young girls and the undesirability of their going abroad for higher education, because "arming them with scientific knowledge" that "disciplines thoughts" under the leadership of "authoritative people in this matter" in the Motherland will contribute to the formation of "solid beliefs" and a broad outlook (Descriptive note, *CSHAUK*, sheet. 3 vols.)

Although, according to the draft statute, the institution was supposed to open two departments (historical-literary and natural-historical), but initially as part of the courses, only the history and literature faculty functioned with a two-year term of study, where about 150 female students received their education (*Letopys*, p. 11). Since 1907, the course of study at this institution was extended to four years. Subsequently, a pedagogical faculty was added to the historical-literary (later - historical-philological) faculty. The first one worked as a part of two departments - literary and historical, and the second - from the departments of preschool education, which carried out the training of kindergarten teachers, home teachers, and the department that trained teachers (Virchenko, 2006, pp. 12-13; Drach, 2011, p. 292).

The activity of two women's private higher educational institutions, founded by the efforts of St. Volodymyr University professor M. Dovnar-Zapolskyi - general education courses, opened in 1905, and "legacy" historical and philological courses, created in 1909, are connected with Kyiv. According to the provisions of the Kyiv Women's General Education Courses, the institution aimed to provide higher, general and special education to persons who graduated from secondary educational institutions. An analysis of the scientific literature (Drach, 2011, p. 292; Chutkyi, 2013, p. 82-83) confirms that after a few years, the historical-philological and economic-commercial departments of the Courses were transformed into the Kyiv Women's Historical and Philological Courses and the Kyiv Universities, respectively commercial courses. This was due to the orientation of the

founder to the opening of a purely commercial higher school, the resumption of work of the Kyiv Women's Higher Courses and the successful activity of the A. Zhekulina Courses.

In Kharkiv, the opening of the first women's courses is associated with the name of the noblewoman N. Neviandt (1906). Initially, the founder envisioned the work of the law, history-philology, and physics-mathematics faculties, but recruitment was carried out only for the law department, and the history-philology and medicine (instead of the planned physics-mathematics) departments began to operate in 1907 (On the establishment of three, SAKR. And although the Courses were popular among the population, but oriented primarily to a commercial purpose, they were soon closed due to material and technical problems.

Much more stable was the activity of the Kharkiv higher women's courses, which appeared in 1907 thanks to the initiative and active support of the Society of Mutual Aid of Working Women (Kharkovskiy Report, 1911). So, as early as 1904, a commission was created to organize the courses, which was headed by the historian O. Yefymenko. And although the commission, in cooperation with professors of Kharkiv University, Kyiv and Odesa higher women's courses, developed a draft charter of the future higher school as part of the historical-philological and physical-mathematical faculties, the process of its approval was delayed (Pavlova, 2012, pp. 69–72). After long negotiations, the Kharkiv Higher Women's Courses were opened as part of the historical, philological and natural sciences faculties. In the following academic year, structural changes were made: the historical and philological faculty was divided into a historical and linguistic department, and a physical and mathematical faculty was established (Malynko, 1985, p. 84).

At this stage came the actualization of the problem of improving the training of medical and pedagogical personnel, which was solved primarily by establishing new educational institutions for women. And although in 1905 the government temporarily admitted women as free trainees to universities, there were far more people wishing to study medicine than the medical faculties could accommodate. For a long time, among the active public of Kyiv, the intention to establish a women's medical institute matured, but due to a lack of finances, professors of the medical faculty of St. Volodymyr University (V. Vysokovych, V. Lindeman, O. Muratov, M. Obolonskyi, K. Tritshel) first proposed to

open a medical department at Kyiv Higher Women's Courses with the right to its graduates to take exams for the title of doctor at universities. Thus, in 1907, the "Regulations on the Medical Department at Higher Women's Courses in Kyiv" was approved, which already in 1908 was separated into an independent educational institution. However, it was only in 1913 that the Ministry recognized the organization of teaching as equal to that of a university, which enabled female students to take exams on an equal footing with male students (*Brief information*, p. 9). And already in 1916, the institution was reorganized into the Kyiv Women's Medical Institute, which became, according to scientists, advanced.

In Kharkiv, the initiative in the development of higher educational institutions of the specified profile belonged to the Kharkiv Medical Society - a significant scientific and medical center consisting of about 180 scientific units (*100th anniversary*, 1965, p. 34). The first implemented initiative in the field of higher medical education was the opening in 1908 by N. Neviandt of the medical department for higher women's courses. However, its full-fledged activity was hindered by the lack of educational and auxiliary institutions (laboratories, anatomical theater, clinical base, etc.). After publicity on the pages of the local press, the students appealed to the Medical Society with a request to accept the courses under their competence. The organizing committee, headed by Kharkiv University professor V. Danylevskiy, managed to approve the charter of the private Kharkiv Women's Medical Institute, the purpose of which was to "provide women with higher medical education" without "any rights and advantages" for teachers and students (the Charter of the frequent, *SAKR*, sheet 94), which did not prevent the successful operation of the institution.

Opened in 1910 on the initiative of the former rector of Novorossiysk University, Professor S. Levashov, became another private medical institution. The "Regulations on Higher Women's Medical Courses in the City of Odessa" emphasized the private status of the institution and indicated the powerless position of participants in the educational process (Regulations on Higher Medical Courses, *SAOR*, sheet 39). Already in the first years of its existence, the institution demonstrated a high level of applicants of higher medical education. Therefore, the right granted by the Ministry to the graduates of the Courses to take exams alongside the students of classical universities

without additional permission became quite natural (Report, 1915, SAOR, sheet 79 zv.).

Simultaneously with the development of higher medical education, the formation of higher schools of pedagogical profile took place. Pedagogical educational institutions founded by followers of the well-known German teacher F. Froebel became unique in terms of meaning, content and forms of activity. The Kyiv Froebel Institute, opened in 1907 under the patronage of the Society for Labor Assistance to Intelligent Women in Kyiv, deserves special attention (*Report Kyiv*, 1913, p. 6). The purpose of the institution was scientific and scientific-pedagogical training of persons inclined to pedagogic activity after completing the course of secondary educational institutions. The training of teachers-educators involved attending the "School of Nannies" in the first year and mastering the curriculum of the pedagogical institute in the following two years. In the future, the Kyiv Froebel Pedagogical Institute, significantly updating the organizational and content principles of its activities, continued to work under the auspices of the Froebel Society for the Promotion of Education (1908) (Demianenko, Prudchenko, 2005). The innovativeness of the mentioned university, which over time turned into a real scientific and pedagogical association, contributed to the fact that during the period of national state formation, the institution became a leading center for the development of the concept of the development of higher pedagogical education in Ukraine.

Private 2-year Froebel courses, similar to the corresponding Kyiv Institute, operated in Kharkiv. In 1907, house teachers A. Martynova and Ye. Shatska received permission to open them for the purpose of theoretical and practical training of preschool teachers. The noblewoman A. Martynova was determined to be responsible for the fate of the courses - the founder of the kindergarten, on the basis of which the course participants were to undergo practical training (Pavlova, 2012, pp. 59–60).

For the development of higher artistic education, the Music and Drama School named after M. Lysenko was founded in 1904 as an innovative institution aimed at cultivating national artistic talents. Funds for the opening of the institution were collected during the celebration of the 35th anniversary of the professional activity of the famous composer (Korzh-Usenko, 2019, p. 197). The music and drama

school combined vocal art and drama departments. In 1918, the institution was transformed into the State Music and Drama Institute named after M. V. Lysenko with the program and rights of the conservatory.

The higher artistic education of Ukraine was represented by the Kyiv and Odessa conservatories, which appeared thanks to the effective support of the members of the Russian Music Society and its branches in Kyiv and Odessa. Thus, the Kyiv Conservatory was established in 1913 on the basis of the Kyiv Music School with the active participation of the head of the Kyiv branch of the Music Society named after O. Vynogradskyi, director of the school V. Pukhalskyi and the famous composer S. Rakhmaninov. The well-known philanthropist M. Tereshchenko contributed to the financial stability of the newly established institution by donating 50,000 rubles for its needs. (*National Music*, 2019). The Odessa Conservatory was established (1913) with the support of V. Malishevskohyi and V. Orlov, members of the Music Society.

The range of specialties for which specialists were trained expanded due to the Novorossiysk Higher International Institute named after L. Vertsynskyi, founded in 1914 in Odessa by a local public figure. Students of both sexes were expected to study at the Institute. The program included the study of legal, political and economic sciences (*Ustav Novorossiysk*, 1916). Researchers emphasize that graduates of the Institute received a diploma of candidate of international law, which was equivalent to a diploma of candidate of legal sciences of state universities with the prospect of receiving a secondment to work abroad (Mikhnevych, 2016, p. 47; Udovytska, 2002, p. 89–90). According to the updated charter (1918), during the time of the Ukrainian state of Hetman P. Skoropadskyi, the institution was named the Odessa Higher International Institute.

The structural and organizational stage of the development of a private higher school of Ukraine includes the expansion of the geography of functioning university-type higher schools. Unfortunately, it was not possible to find sources that would reveal the conditions for founding another private higher educational institution - Fomin's Practical general education courses for men and women, which were created in 1906 in Simferopol.

In this context, it is worth pointing out the long attempts to open classical universities in Nizhyn and Katerynoslav during the 19th century, which over time, thanks to private and public initiative, transformed into the establishment of private institutions of higher education. Thus, in 1916, the Higher Women's Historical and Philological Courses were opened in Nizhyn thanks to the initiative of Professor P. Tykhomyrov with the support of the teachers of the Historical and Philological Institute of Prince O. Bezborodko and the Nizhyn Society for the Promotion of Higher Women's Education. The courses had verbal and historical sections. In the future, the scientific and pedagogical elite of Nizhyn, led by Professor B. Liaskoronskyi, concentrated their efforts on creating a classical university on the basis of the Institute, which was implemented in 1918 in accordance with the order of Hetman P. Skoropadskyi (Samoilenko, 2000).

In Katerynoslav, the ideas of university and higher women's education accumulated in the professor-teaching environment of the Mining Institute, which was strengthened by powerful economic opportunities of the industrial elite. In particular, in 1913, an initiative group was created to open higher women's courses, headed by the famous entrepreneur M. Kopylov and the representative of the movement for women's higher education O. Tykhonov. In accordance with the draft charter, the private nature of the Courses was determined, with subsequent transfer to the competence of the Society for the Promotion of Higher Women's Education. However, due to bureaucratic obstacles and political circumstances, the Ekaterinoslav higher women's courses were opened only in 1916 as part of the physical, mathematical and medical faculties, which were integrated into the Ekaterinoslav University two years later (Udovytska, 2002, p. 89).

The dynamic socio-economic development of the country has caused a surge of public interest in obtaining specialized education in the field of economic and engineering sciences. Therefore, already at the beginning of the 20th century, a new branch of higher education stood out, represented by private higher schools of a commercial and polytechnic profile. Although the first effective steps in this direction were made only in 1906, after commercial education institutions were subordinated to the Ministry of Trade and Industry and in an order of Mykola II authorizing the establishment of higher commercial courses were authorized (Chutkyi, 2013, p. 69, 75).

Well-known university and economic centers within Ukraine became centers of development of private higher commercial education. However, if the higher courses founded in Kyiv and Kharkiv eventually transformed into full-fledged commercial institutes, only the Higher Commercial Courses of Professor O. Fedorov and H. Faih (1907) functioned in Odesa. The most successful commercial educational institutions were the Kyiv and Kharkiv commercial institutes, which was explained by the significant interest of the Ministry of Trade and Industry in the development of the specified link of higher education (*Statistical date*, 1914, 1916).

The history of the Kyiv Commercial Institute dates back to the Higher Commercial Courses of M. Dovnar-Zapolskyi, founded in 1906 as a result of the long-term struggle of the enterprising public under the leadership of a professor of the University of St. Volodymyr. According to the charter, the purpose of the Higher Commercial Courses of M. Dovnar-Zapolskyi was to provide knowledge in the subjects of a commercial specialty, prepare students for practical activities in commercial and industrial institutions, and teach special subjects in commercial educational institutions (Rates of Higher Education, CSHAUK, sheet 6). And although the regulatory documents defined the female composition of pupils, the possibility of training men was allowed.

However, in the following year, a new charter of the institution was developed, which provided for the opening of pedagogical, railway and postal-railway subdivisions (Brief report on the composition of courses, KSA, sheet 29). At the same time, the founder turned to the Kyiv merchant society, whose financial support became a guarantee for the further development of the institution (Stepanovych, 1991; Udovytska, 2002). As early as 1908, the permission of the Ministry was received to reorganize the M. Dovnar-Zapolskyi Higher Commercial Courses into the Kyiv Commercial Institute, but without granting rights equal to state institutions, which was implemented only in 1912 (Chutky, 2013, pp. 112–113). In accordance with the new statute, outstanding graduates of the economic department received the title of candidate of economic sciences of the first class, the rest of the graduates received the title of second class, and the students of the commercial and technical department received the title of commercial engineer of the first and second class .

The origins of higher commercial education in Kharkiv are associated with the name of M. Chadov and the Kharkiv Merchant Society, but due to the opposition of the Governor General, the progressive initiative was never implemented (Pavlova, 2012, pp. 200–207). Instead, the initiative of Professor M. Paliienko of Kharkiv University, actively supported by the public, became more successful. Based on the experience of establishing a commercial university in Kyiv, the Kharkiv Merchants' Society, the Kharkiv Stock Exchange Committee and the Council of Congresses of Mining Industry of the South of Russia joined the implementation of the idea (*Higher commercial*, 1914, p. 5). Although the first petition in 1908 was rejected, the persistence and stable financial support of the Kharkiv Merchant Society contributed to the opening of the Kharkiv Higher Commercial Courses in 1912. In accordance with the statute, a four-year term of study was provided for in the framework of obtaining a commercial or political-economic education (Harkovsky Statutes, *SAKR*). Instead of the planned two (commercial-economic and commercial-technical) departments, the Courses consisted of a commercial-economic department and a number of sub-departments (commercial-economic, local economy, industrial, mining, pedagogical). The success of the newly established institution was evidenced by its granting of the status of an institute with rights equivalent to state institutions. The Kharkiv Commercial Institute had, as before, one (commercial and economic) faculty and four subdivisions – economic and commercial, banking and insurance, industrial and local economy (Pavlova, 2012, p. 230).

The rapid development of industry in the second half of the 19th century and the beginning of the 20th century made the problem of building higher engineering and technical education a reality. In response to public demand, state institutions of the appropriate profile were created for the decisive role of public and private initiative: technological in Kharkiv, polytechnic in Kyiv, mining in Katerynoslav (Fedosova, 2014). However, the existing institutions could not fully satisfy the urgent needs, especially of women and persons of the Jewish faith, who are limited in their rights to obtain higher education. Therefore, the establishment of private higher schools was considered as a means of overcoming barriers in obtaining engineering and technical education, primarily for these categories of the population.

Thus, in 1916, the initiative of the Kharkiv South Russian Society of Technologists was implemented with the active support of representatives of the professorial environment regarding the establishment of the Kharkiv Women's Polytechnic Institute (Private business, *SAKR*). This step was preceded by the request of the Kharkiv Institute of Technology to the Ministry of National Education for permission to admit women to study, which was rejected, however, with the indication of the possibility of opening a private higher educational institution for women (Pavlova, 2012, p. 257; Udovytska, 2002, p. 85). The institution operated as part of the mechanical and engineering and construction departments with the machine-building and technological and railway departments of the Zemstvo and city economy, respectively.

Another example of a successful private initiative in opening engineering and technical institutions was the Jewish private Polytechnic Institute for men and women in Katerynoslav, founded by technologist O. Presso and mining engineer L. Rabinovych in 1916. According to the statute, the institution included electromechanical, engineering and economic faculties, each of which was divided into the following departments: electrical and mechanical, engineering and construction and architecture, economic and commercial.

Let us emphasize that the graduates of Kharkiv and Katerynoslav polytechnic institutes did not have any rights, but could be admitted on general grounds to the final exams at the relevant state higher educational institutions of the Ministry of National Education (Fedosova, 2014, p. 53). In general, using the comparison method, it is possible to state that the national economic (commercial and engineering-technical) universities were on the periphery of the higher education system, focusing on the training of highly specialized specialists.

The third (innovative and transformative) stage of the development of private higher education, which fell during the time of national state formation (1917–1920), is characterized by a significant increase in the number of higher education institutions that appeared thanks to the intensification of public and private initiatives, widely supported by Ukrainian governments, as well as structural and content-methodical innovations. Researchers L. Korzh-Usenko and D. Rozovyk note that during this time, 60 higher education institutions were

founded, of which 35 were actually operational (Korzh-Usenko, 2019, p. 430; Rozovyk, 2004, p. 109, 116).

The analysis of the sources allows us to reveal in more detail the conditions for the establishment of some private higher schools that appeared at this stage. Thus, the issue of the development of higher agricultural education was widely discussed at all levels throughout the 19th century, especially becoming relevant after the agrarian reform of 1861, because the industry needed qualified specialists of various fields (agronomists, land surveyors, veterinarians, zootechnicians, breeders, etc.). However, the implementation of the idea on the territory of Ukraine is connected with the activities of a single institution - the Higher Women's Courses of Agriculture and Forestry, founded in Kharkiv in 1917.

The idea of founding the Courses accumulated among the teaching staff of existing higher primary institutions, the Kharkiv Society of Agriculture (the first chairman of which was Professor V. Kochetov) and the Kharkiv branch of the Society for the Promotion of Women's Agricultural Education. The opening of the institution was preceded by public courses in natural science and agriculture, organized for women (Pavlova, 2012, p. 289, 291), which could not provide a systematic nature of knowledge in the relevant profile. The progressive professorship (headed by O. Alovyi) of the Novo-Aleksandriv Institute of Agriculture and Forestry, evacuated during the First World War from the Lublin province to Kharkiv, became active propagandists for the opening of higher women's agricultural courses. The long struggle of the public against the bureaucratic apparatus was crowned with success only in 1917. According to the regulations, the main purpose of the Courses was to provide students with higher education in the field of agriculture and forestry (Job report, *SAKR*, sheet 4). The newly created institution had two departments - agricultural (with sections of plant science, zootechnics, and agronomic social science) and forestry.

In 1917, permission was received to open a private Kyiv Archaeological Institute, which was supposed to train specialists of both sexes in the field of archeology, archeography, "Ukrainian and Russian history with its auxiliary disciplines", art history within the scope of the activities of three departments - archaeological, archeographic and art history (Matiash, 2010). The idea of creating such an institution arose at the end of the 19th century; the first attempts were made by Professor

V. Peretts in 1909–1910, but the official opening of the Institute took place only in 1918 under the leadership of Professor M. Dovnar-Zapolskyi (Stavytska, 2015).

In 1918, a private Russian-language university was founded in Katerynoslav (*About the Organization of Higher Education Institutions* , CSAHAAU), the idea of opening which was supported by professors D. Bahalii, V. Vernadskyi and L. Pysarzhevskyi with the financial support of industrialist M. Kalachevskyi.

In the same year, the new Poltava Faculty of History and Philology was opened, which aimed to study the "history, literature, art and life of Ukraine" (High School, CSHAUK , sheet 22) and was positioned as the embryo of the Ukrainian University in Poltava. The specified cell was created on the initiative of the Society of Ukrainian Advancers thanks to the efforts of the Poltava Society "Prosvita" with the support of the local zemstvo, the Union of Consumer Societies and its foundation "Ukrainian Culture".

The fate of some private higher schools of this era remains unclear to the end, for example the pharmaceutical institute founded by doctor M. Riasnianskyi in the city of Kharkiv (About Kharkivskyi, CSAHAAU, sheet 6–9). According to these documents, persons with the rank of apothecary assistant (both men and women) had the right to study at the Institute. The basis of the staff was the teachers of the Kharkiv University and the Kharkiv Institute of Technology.

The charter of the Private Jewish Institute of Theological and Social Sciences, founded by doctor M. Mytlin, was also preserved in the archival funds, according to which the opening of the theological, legal, historical-philological and trade-economic faculties was foreseen (Statute, CSAHAAU, sheet. 1–6 *vol.*).

The third stage of the development of private higher education is the emergence of innovative institutions - people's universities, which were previously banned on the territory of Ukraine by the Russian government. In their activities, the idea of a "free" higher school was implemented by the public. People's universities fully combined a whole complex of European pedagogical ideas, starting from the real academic autonomy and the spirit of the guild university corporation, characteristic of the first universities of Europe, continuing with the ideals of scientific knowledge and free scientific research characteristic of the New Age, and ending with the ideas of social justice and

accessibility of higher education. characteristic of democratic and socialist pedagogical approaches of the second half of the 19th and early 20th centuries.

Thus, in the projects of the Ukrainian governments, developed taking into account the initiatives of the public, the opening of a network of national universities of the classical (Kyiv, Kamianets-Podilskyi, Katerynoslav, Poltava, Chernihiv) and popular science type (Vinnytsia, Yelysavetgrad, Zhytomyr, Kremenchuk, Nizhyn, Odesa) was foreseen, Poltava, Sumy, Uman, Kharkiv, Kherson, Kholm, Cherkasy, Chernihiv), as well as rural and "traveling" (Korzh-Usenko, Sydorenko, 2019). On the basis of the best national universities, over time, it was planned to create higher educational institutions of the state model. It was the progressive public as part of the "Ukrainian Scientific Society", the "Prosvita" and "Labor" societies that initiated the opening of the Ukrainian National University in Kyiv with the aim of training personnel for the Ukrainianization of education. The institution, designed for a three-year course of study, had historical-philological, natural-mathematical and law faculties, as well as a preparatory department, in 1918 it was reorganized into the Kyiv State Ukrainian University. The Katerynoslav Scientific Society (Higher School, *CSHAUK*, sheet 24–27) made significant efforts to open the People's University named after O. Karavaiev in the city of Katerynoslav. In general, on the territory of Ukraine, according to the estimates of modern researchers, about 50 stationary and several dozen traveling national universities were opened (Korzh-Usenko, 2019, p. 431; Rozovyk, 2004, p. 97).

Thus, the diversification of higher education within the investigated territorial and chronological boundaries contributed to the formation of a network of private higher educational institutions, which mostly performed a compensatory function in relation to state higher schools. The public and private initiative was focused, first of all, on the establishment of educational institutions that would promote the realization of the rights of women, persons of the Jewish faith to higher education, as well as persons who sought to obtain practically-oriented and highly specialized higher education.

The greatest difficulties of the newly created public and private higher educational institutions, especially at the beginning of their formation, were related to the problem of expanding the rights of graduates. It is worth emphasizing that the founders and heads of

private higher schools of Ukraine in the second half of the 19th and early 20th centuries relied on the analysis of domestic and foreign experience, primarily the United States, when determining the ways of further development of the institutions.

From the beginning of their activity, private higher schools enjoyed the comprehensive support of an active, conscious public, whose representatives took care of improving the material and technical support of institutions, supporting gifted and low-income pupils (transfer of property by will, establishment of scholarships for poor students, provision of periodicals, etc.).

So, the process of emergence, formation and development of private higher educational institutions was characterized by uneven quantitative and qualitative changes. During the period under study, the geography of activities of private higher schools focused on the training of specialists in traditional and new specialties was significantly expanded.

1.3. Content and methodical characteristics of a private higher school of Ukraine at the end of the 19th - at the beginning of the 20th century.

In the subsection, based on the branch approach and areas of training of specialists, the content and process characteristics of the development of a private higher school are revealed, a comparative analysis of the content, forms and methods of education in educational institutions of the university type, pedagogical, medical, art, and national economic higher schools (commercial, engineering and technical) is presented. , agricultural profile), national universities.

First of all, it is necessary to emphasize the similarity of the organizational structure of the vast majority of private higher schools, which provided for the presence of faculties (departments, departments, subdivisions), the number and direction of which depended on the type of institution (university, medical, pedagogical, art, economic) and public demand (popularity of specialties among the population), which determined the content of student training. Thus, private higher educational institutions of the university type were mostly opened in the composition of two faculties - historical and philological (with a division into departments of history, Russian language and literature; French, German languages and literature) and

physical and mathematical. The training of specialists in higher women's courses combined pedagogical, linguistic, general cultural, technical, social science and natural science components (Levytska, 2012, p. 119). Departments created for a specific professor and his scientific school were centers of educational work organization.

According to the sources, among the subjects taught at the historical and philological department of the Kyiv Women's Higher Courses at the initial stage of their activity were: Russian historical grammar, history of Russian literature, history of general literature, history of Greek literature, history of Roman literature, Russian history of the ancient period, Russian history of the Moscow and new periods, Russian historiography, Greek history, Roman history, Middle Ages history, New history, statistics, logic, psychology, pedagogy, history of philosophy, Latin language, French language, German language, theology (Disciplines, *KSA*; About subjects, *KSA*). At the same time, difficulties arose in the physics and mathematics department of these courses due to the unpreparedness of the students to perceive the material at the university level due to the differences in the programs of female and male gymnasiums, so a significant part of the time was taken up by preparatory classes in algebra and geometry, and then in such subjects as analytic geometry, theory of algebraic equations, differential and integral calculus, theory of probability, astronomy, geology, zoology and biology, physics, chemistry (*Status report*, 1883, p. 14). Full-fledged teaching of natural sciences was hindered by the lack of the necessary material and technical base, which was a problem of all higher women's courses at the beginning of their activity.

Studying the primary sources allows us to state that in the future, in the content of education, higher women's courses in Kyiv, Kharkiv and Odesa were increasingly oriented towards the curricula of classical universities, which contributed to the improvement of the quality of training. However, as researchers emphasize (H.Falbork, V.Chornoluskyi (Falbork, Charnoluskyi, 1904), K.Kobchenko (2007), T.Udovytska (2002)), such an orientation to the standards of state universities narrowed the "field of initiative" and innovative potential in the organization of the educational process.

In general, at women's higher courses, the disciplines were divided into compulsory (a permanent list of which corresponded to classical universities) and optional (special and recommended, which

varied depending on the scientific interests of the teaching staff and the directions of student training in each institution). Theology (for people of the Orthodox faith) and one of the foreign languages (German, French, Italian, English) were compulsory for all women's higher education courses; in addition, in such institutions in Kyiv and Kharkiv, the study of other ("exotic") foreign languages (Sanskrit, Gothic, Provençal, Old Italian) was expected (Kobchenko, 2007, p. 106; Pavlova, 2012, p. 109). In-depth study of foreign languages was carried out on the basis of differentiation of students according to the level of their knowledge and the involvement of foreign specialists - native speakers. Thus, at the Kyiv Higher Women's Courses, Provençal poetry was read by Sorbonne associate professor Monsieur Chauvin, and Italian by A. Bartolomuchchi (Tulub, 2012), who also taught at the Kyiv Commercial Institute. Archival documents allow us to assert the thorough study of special subjects (history, philosophy, psychology, logic, foreign languages, comparative history of law) at the Kyiv Higher Women's Courses, where, unlike universities, the public law of Western countries was taught among the subjects offered, the volume was increased hours on commercial and Roman law (Explanatory, *KSA*, sheet 1–3).

At the physics and mathematics faculties (departments), the following were considered mandatory: physics and meteorology, chemistry, zoology and comparative anatomy with embryology, histology and human anatomy, botany, histology with paleontology, mineralogy with crystallography, animal physiology, mathematics, theoretical mechanics, astronomy and theology (Udovytska, 2002, p. 131); in law - political economy, statistics, doctrine of the state (On request, *CSHAUK*). The development of the material and technical base of institutions contributed to deepening the content of education. In particular, in the 1916–1917 academic year, such disciplines as: plant anatomy, plant morphology, plant physiology, lower spores, botany, bacteriology, vertebrate zoology, animal histology, animal physiology, zoology, human anatomy, crystallography, mineralogy, geology, agriculture, agronomy, chemistry (physical, organic, quantitative analysis), experimental physics (thermodynamics, electrodynamics, optics, current induction, acoustics, mechanics), meteorology, algebra, geometry, astronomy, etc. (*Curriculum*, 1916). Among the special subjects offered were experimental zoology and microscopic technique at the history and philology faculty of the Kharkiv Higher Women's

Courses (*Report on Kharkov*, 1913). Instead, at the similar historical and philological department of Kyiv women's higher courses, pedagogy and psychology were mandatory (in contrast to the physics and mathematics department), especially for those who were preparing for teaching; logic and hygiene were considered optional. Over time, the teaching of pedagogy and psychology acquired a systematic character, covering such sections as the history of pedagogy, the theory of education, didactics and mental life, mental states and properties (Levytska, 2012, p. 117, 119), as well as methods of teaching various subjects (stories, Russian, German and French languages, mathematics, physics) (Kobchenko, 2007, p. 107). The pedagogy of the educational process was determined by practical needs, because most of the students of higher female courses, despite their general educational nature, were preparing for teaching.

A high level of psychological and pedagogical training in a private higher school was achieved thanks to the involvement of leading specialists (S.Ananin, F.Zelenohorskyi, V.Zenkivskyi, O.Muzychenko, P.Tykhomyrov, V.Helvih, T.Lubenets, I.Sikorskyi, H. Chelpanov, M.Lanhe, S.Rusova, O.Hiliarov, K.Shcherbyna), who are actively involved in the development of concepts, professional programs, variable projects, innovative models of the development of pedagogical education. The deepening of the general pedagogical training of the future teacher involved the author's development of the content of the pedagogical courses, taking into account the needs of education and humanistic orientation to the self-development of the individual.

In order to optimize education in private higher schools, an attempt to introduce a subject system instead of a course system at the beginning of the 20th century was significant. At the center of the educational process was a block of compulsory subjects, but the regulation of the sequence of their study and division into courses with annual transfer exams was eliminated. According to the granted academic freedoms, students could attend lectures of their own choice (depending on their own scientific and professional interests), determine the terms of taking exams, work on the basis of an individual study plan, and distribute the study load during the entire study. At the same time, the subject system made it possible to deepen the research orientation of education thanks to the introduction of seminars and pro-seminars, which were potential centers of scientific schools.

An analysis of the curricula of private universities shows that in most of them the transition from course-based to subject-based education was carried out in 1905–1908. Moreover, the specific weight of independent work, the practice-oriented orientation of teaching, the degree of variability of curricula, courses, terms of mastering programs, the degree of use of active forms of learning was significantly higher than in state higher educational institutions. The subject system of education provided for the introduction of a personal approach, within which the student had the right to choose, independence and responsibility. In the atmosphere of scientific research, students were asked to acquire knowledge, and not to receive it ready-made; teachers turned from mentors into senior colleagues and mentors, which laid the foundation for the pedagogy of cooperation. A creative approach, flexibility, taking into account the achievements of advanced pedagogical thought, the demands of society and potential listeners were also characteristic of the development of new educational programs.

In order to further improve the educational process, private higher schools constantly analyzed the acquired experience. Thus, in 1911, following the example of similar institutions in Moscow and St. Petersburg, Odesa Higher Women's Medical Courses made corrections to the subject system: in fact, all subjects taught were declared mandatory and only some courses were offered as electives (at the Faculty of Physics and Mathematics there were courses in agronomy with agronomic chemistry, microbiology, and a seminar on geography and systematics of plants) (Report on statehood, *SAOR*, sheet 19). Such a transition was due to the level of provision of the institution, because additional personnel and material resources were needed for the full implementation of the subject system.

The expansion of the content of education at women's higher courses was facilitated by the opening of separate departments. Thus, studies at the Faculty of Law of the Odessa Higher Women's Course were characterized by thoroughness, where in the 1911–1912 academic year the encyclopedia of law, political economy, history of Russian law, Latin language, Roman law, criminal law, church law, civil law, police law, international law were taught law, commercial law, history of the philosophy of law, criminal proceedings, civil proceedings (Report on statehood, *SAOR*, sheet. 25–25 zv.).

The growth of interest in the past and present situation of the native people, involvement in the development of Ukrainian studies issues was facilitated by the attendance of the Kyiv course students in the 1980s of the series of private lectures by Professor V. Antonovych. The Ukrainian studies vector of scientific interests did not lose its relevance in the future: after the submission in 1906 by 1,400 students of the University of St. Volodymyr about the creation of a number of Ukrainian departments, about 500 female students turned to the council of Kyiv Higher Women's Courses with a similar request (Doroshenko, 1906). The introduction of Ukrainian studies issues into the educational process of the courses was carried out thanks to the initiative of individual teachers (V. Antonovych, V. Danylevych, V. Loboda, V. Peretts) (Kobchenko, 2007, pp. 116–117).

During the time of national state formation, the Ukrainian studies component of the content of education in private higher schools was deepened primarily due to the introduction of separate Ukrainian studies courses. Sources testify to the inclusion of the following subjects in the curricula of the Faculty of History and Philology of the Kharkiv Higher Women's Courses: History of Ukraine by Professor D. Bahalii, History of Ukrainian Literature (with a special course "Shevchenko's Poetry") by Professor M. Sumtsov, Historical Grammar of the Literary Ukrainian Language and a preparatory seminar on reading and analysis of Ukrainian dialects under the guidance of Professor D. Zelenin in the course of Russian language and literature, etc.

Archive documents allow a comparison of the content of training at the Kyiv women's general education courses of Professor M. Dovnar-Zapolskyi and the Kyiv evening higher women's courses of A. Zhekulina. Thus, according to the provisions of the M. Dovnar-Zapolskyi Courses at the historical and philological department, the study of theology, history of philosophy, psychology, logic, pedagogy, history of the Greek language, Church Slavonic language, history of Russian literature, comparative linguistics, history classical and Western European literature, Romano-Germanic philology, Slavic studies, Russian history, general history (ancient, middle and modern), history of art, political economy, jurisprudence, Latin language, new languages (French and German), comparative logic (Polozhenie about private individuals, *CSHAUK*, sheet 61). At the same time, the last (fourth) year of study was devoted to familiarization with the theory and practice of "pedagogy",

studying the methodology of teaching the Russian language and history, passing pedagogical practice on the basis of Kyiv gymnasiums, where pupils gave "trial" lessons, preparing their notes.

The course of the economic and commercial department of the Kyiv Women's General Education Courses of Professor M. Dovnar-Zapolskyi provided for the mastery of such disciplines as: political economy, the science of finance, statistics, economic geography, the history of world trade, legal studies (introduction to jurisprudence, Russian state law, Russian civil and labor law), new languages (French, German, English), chemistry, trigonometry, physics and mechanics, commodity science, bookkeeping and commercial correspondence, commercial calculations (Regulations on private individuals, CSHAUK, sheet 62 zv.). And although students were allowed to choose subjects to study, the need to learn at least two foreign languages was emphasized.

The statute of the Kyiv evening higher women's courses A. Zhekulina provides for the study of general and Russian history, the history of literature, psychology and logic, philosophy, political economy, jurisprudence with state law at the historical and literary department, and physics, anatomy and physiology at the natural and historical department. zoology, botany, chemistry, the basics of biology, the history of the universe (report, CSHAUK , arch. 5–5 zv.). Later, the content of education was supplemented with the following subjects: theology, pedagogy, world and Russian literature, Church Slavonic, Russian, Latin, French, German languages. Pedagogy, history of philosophy and logic became mandatory for study (Report, CSHAUK, sheet 14). According to S. Rusova's memoirs, everyone was especially attracted to the practical lectures on the chosen topic, which were conducted by female students under the guidance of teachers (Rusova, 1928). Among the favorite subjects of the students are aesthetics and the psychology of creativity, which encouraged young people to search for ways of creative self-realization, serving truth, goodness and beauty.

At the beginning of the 20th century, conducting practical classes became systematic. For *example* , humanities students of Kharkiv higher women's courses during practical classes analyzed passages from the "Tales of Timeless Years", analyzed their own pronunciation and analyzed samples of "folk speech " , etc. In logic classes, problematic questions and logical problems were used, which allowed to correlate

concepts and definitions, to think, to draw conclusions. In psychology classes, professor M. Lanhe widely used a method of psychological problems of varying complexity, little known in the Russian Empire, but widely used in the USA. For this purpose, work in pairs was practiced. World history classes used reading, translation and analysis of materials from Western European periodicals XVI–XIX centuries (State report, *SAOR*, sheet 12–18 vol.).

Among the methods widely used were giving speeches, preparing essays, developing and filling out tests, translating texts of varying complexity and content from foreign languages, working with primary sources to promote the assimilation of the material, and to instill a love for creative work. The teacher's personal example encouraged students to actively search, which created prerequisites for close cooperation. The significant interest of young people in practical forms of educational work is evidenced by the fact that the students from Kyiv discussed the topics of essays for the next academic year in advance. Note that essays were prepared by students of 3-4 courses each semester after mastering the basics of scientific methodology. According to tradition, the prepared abstracts were submitted to the library of the institution so that those interested could familiarize themselves with their content, find flaws, contradictions and logical errors. Individual intelligence could be made public by the author, and the most thorough abstracts, the volume of which reached more than 200 pages, could be counted as diploma candidate theses (Tulub, 2012, p. 264-265). One of the forms of knowledge control was a competition of written works prepared by students on a certain subject on a topic determined by the faculty. Authors of the best of such works, which could later become the basis for candidate theses, were encouraged by exemption from tuition fees, bonuses, and positive recommendations.

Great importance was attached to individual advisory work with students: most teachers worked in classrooms after lectures, and some held consultations at their homes (in particular, Kharkiv professors V. Buzeskul, M. Maslov, O. Potebnia, M. Sumtsov). Such forms of organization of the educational process as rehearsals and scholarly discussions were practiced, during which the students mostly prepared written works on certain topics and discussed them with professors, checked notes, the level of mastery of certain topics, visited the library, the state of familiarization with the recommended literature, etc.

(Benera, 2011, pp. 294–295; Levytska, 2012, p. 125). When teaching zoology at the Odessa Higher Women's Courses, it was mandatory to keep special notebooks where sketches of experiments were entered.

At the Odesa Higher Women's Courses, from the beginning of their activity, a laboratory of analytical chemistry was created, in which those students who successfully passed exams in inorganic chemistry were admitted to classes. Equipped were physical and mineralogical offices (models, necessary accessories and minerals), a general biology laboratory (microscopes, accessories, models, tables, reagents), a zoology laboratory (various skeletons, human mannequins, human organs in alcohol, tables), a chemical laboratory (with departments of qualitative and quantitative analysis, organic chemistry) and other educational and auxiliary units (cabinets of anatomy, physiology, mineralogy and geology with paleontology, microbiology, etc.), 28–31 vols.). At the Kharkiv Higher Women's Courses, a library, a physics room, a room for practical physics classes, inorganic and organic chemistry laboratories, chemical laboratories for qualitative and quantitative analysis, a physical and chemical room, rooms for vertebrate and invertebrate zoology, a histology room (anatomical department) were opened, botanical office (morphological department), offices of botany, plant physiology, bacteriology, animal physiology, mineralogy and geology, geography (Pavlova, 2002, pp. 102–103).

In the 1915-1916 academic year, the Physics and Mathematics Faculty of Kyiv Higher Women's Courses united 18 laboratories and offices for conducting practical classes. The educational and support base of the historical and philological faculty included seminaries (historical and philological and foreign languages), an archaeological museum with a numismatic cabinet and an art cabinet (Kobchenko, 2007, p. 119). A museum of commodity studies and a chemical laboratory operated at the economic and commercial department of Kursiy. The well-known archaeologist V. Khvoiko handed over a collection of 242 prehistoric values, and professor A. Sonny donated his own numismatic collection to the archaeological museum of Kyiv Higher Women's Courses (Kobchenko, 2007, p. 119).

Excursions were widely used when organizing practical classes. In particular, at the Odessa Higher Women's Courses, excursions were practiced when teaching agriculture (in 1907 there were 6 excursions),

in particular to the Magnetic Meteorological Observatory, the Museum of Soils, the Astronomical Observatory, the private observatory of M. Kefali, other institutions and organizations (Report on the state of *SAOR*, sheet 24 volumes). Botanical excursions to the Crimea were organized by V. Arnoldi, professor of Kharkiv Higher Women's Courses. Kyiv students were involved in botanical excursions to the Black Sea coast of the Caucasus and Crimea (led by Professor V. Zaleskyi), cultural and artistic excursions and archaeological excavations (led by private associate professor V. Danylevych) (Kobchenko, 2007, p. 120).

The main forms of knowledge control of female trainees were colloquiums (for ongoing assessment), tests and exams (for final assessment). Thus, archival sources indicate that at the historical and philological faculty of the Odessa Higher Women's Courses, according to the results of the 1906-1907 academic year, the transitional exams covered the following disciplines: history of the East, history of Greece, history of Rome, medieval history, modern history, Russian history, history of religion, history Slavs, state law, political economy, history of ancient art, history of ancient literature, history of medieval literature, English literature of the 17th–18th centuries, Russian literature of the period of Muscovite Rus, Russian literature of the 18th century, Russian literature of the 19th century, history of ancient philosophy, psychology, logic, history of the Russian language, Old Slavic language, encyclopedia of Slavic philology, general linguistics, Latin language, Greek language, history of French grammar (Report compiled by *SAOR*, sheet. 12 volumes).

In general, the system of knowledge control has undergone significant liberalization, because if in the 19th century students of public higher schools could be punished by solitary confinement for several days for skipping or failing to pass exams, over time the effectiveness of positive motivation and stimulation was recognized. Thus, before the adoption of the Law on December 19, 1911, failure of the exam in higher women's courses did not prevent the transition to the next course; sometimes female students completed the outstanding discipline already after completing their studies. In addition, in private higher education, preference was given to an individual exam, which was usually conducted without tickets in the form of an interview with a teacher, requiring knowledge of the material from the entire course without prior preparation. Some teachers practiced "group" exams, in the process of which each student had to supplement and develop the

answer of the previous one, but this did not allow to objectively assess the true level of knowledge. Sometimes professors conducted tests accompanied by assistants. It was especially difficult for students in those exams that were taken by two teachers with different worldviews and scientific positions, because female students often became victims of such a "battle of the titans" (Tulub, 2012, p. 292).

Pupils of private higher schools were involved in active scientific activities. For example, a literary circle was organized at the historical and philological faculty of Odesa Higher Women's Courses for the purpose of independent study of Russian and Western European writers by students. The natural science circle worked fruitfully, in which professors B. Veryho, P. Melikov, H. Trefiliev, private docents M. Lanhe, M. Zelenetskyi, etc.) and about 100 students took part [SAOR, 334, 3, 7656, sheet 26 volumes]. Pupils of the Kharkiv Higher Women's Courses showed interest in scientific circles on modern Russian and foreign literature (led by M. Durnov and I. Veretennikov, which was attended by about 50 people), ancient Egyptian (Ye. Kaharova) and Finnish (A. Pohodina) languages (Pavlova, 2012, p. 103). During the time of national state formation, in order to expand the cognitive capabilities of students of Kyiv higher women's courses, several scientific circles were founded: a historical and literary circle, the purpose of which was "the study of history, literature, ethnography, archeology and other humanities" and a circle for the study of social sciences (Kobchenko, 2007, p. 57).

Note that scientific circles had their own budgets (at the expense of membership fees and funds provided by the economic committee of the institution) for subscriptions to domestic and foreign periodicals, the purchase of scientific and educational literature, and excursions. Thus, the SAOR funds contain information about a 16-day excursion to St. Petersburg (on the route Odesa – St. Petersburg – Moscow – Kyiv – Odesa, which included visits to public institutions, scientific museums, theaters) of 75 members of the natural and scientific circle during Christmas vacations in the 1912–1913 academic year (Report on the state, SAOR, sheet 27, 32).

It is certain that students who were distinguished by conscientiousness in completing tasks of increased mental complexity with elements of scientific work (in archives, scientific laboratories, expeditions, translation (in particular, verse) of ancient monuments, examples of world classics, modern literature, textbooks, manuals) and

the performance of responsible assignments (for example, regarding the organization of educational and auxiliary institutions) could count on a higher assessment of their own educational achievements during the exams.

Analysis of archival documents allows us to reveal the issue of the content of education in private higher medical schools using the example of the Kharkiv Medical Institute, where in the 1915-1916 academic year the following subjects were taught: theology, descriptive anatomy, histology and embryology, physics, chemistry (inorganic, organic, physical, analytical, medical), zoology with comparative anatomy, botany, mineralogy with the basics of geology, physiology, pharmacy, pharmacognosy, pharmacology with general therapy, prescription and the doctrine of mineral waters, general pathology, pathological anatomy, bacteriology, diagnostics and propaedeutic clinic, surgical pathology with desmurgy with the doctrine of dislocations and fractures, propaedeutic clinic, operative surgery with topographical anatomy, pathological-anatomical dissections with pathological-anatomical diagnosis, obstetrics and the doctrine of women's diseases, hygiene with the medical police, medical statistics and epidemiology, forensic medicine with toxicology, ophthalmology, children's diseases, teaching about nervous diseases, teaching about skin diseases and venereal diseases, epizootology with veterinary police, forensic autopsies. A significant part of the curriculum, especially in the last year of study, was made up of practice-oriented courses: propaedeutic faculty clinic (third year of study); therapeutic and surgical faculty clinics (fourth year of study); obstetric gynecological and ophthalmological clinics, therapeutic and surgical hospital clinics, clinics for children's, nervous, mental, skin and venereal diseases (Kharkov female, *CSAHAAU*, sheet 77-78 zv.). Considerable attention was paid to the study of special medical subjects - up to 25. In addition, female students extensively studied physics, chemistry, botany, mineralogy, and the basics of geology (Udovytska, 2007, p. 132).

The quality of teaching in private higher schools of Ukraine in the second half of the 19th and early 20th centuries was ensured by the availability of a sufficient educational and support base. Thus, with the establishment of the Medical Department at higher women's courses in the city of Kyiv, "the best scientific forces" were involved in teaching,

and the development of a complex of relevant institutions began (*Review of teaching at the Medical*, 1913, p. 1).

Each practical session involved mastering theoretical and practical blocks, discussion of research methods, demonstration of the technique of its application and exercises related to a certain research method. Curatorship sessions involved observing and performing simple medical manipulations under the supervision of residents, the results of which were compiled in extensive written reports. Important importance was attached to the shift in clinics, which allowed to get acquainted with the basics of patient care. The doors of the city Oleksandriv Hospital, the psychiatric clinic of Dr. I. Platonov, the Zemsky Psychiatric Hospital, the maternity hospital of the Gubernsky Zemstvo, the Olenkiv Hospital and the E. Yeliseiev Hospital for poor women with malignant tumors, the Krapotkin Children's Hospital were opened to female students of the Kharkiv Medical Institute.

In contrast to university students, female students of private medical higher schools, in addition to direct medical ones, had to take exams in natural and historical disciplines (theology, physics, organic and analytical chemistry, zoology, botany, and mineralogy), which was associated with differences programs of male and female gymnasiums. Note that not all students were allowed to take the exams. In particular, according to the results of the 1910-1911 academic year, 97 people out of 108 trainees were admitted to the exams, 65 of whom passed the exams, and the rest postponed the tests due to health problems and overwork (*Otchet o odstvodnosti i sostnosti*, SAOR, sheet 67). However, in general, female students of higher medical educational institutions showed "significantly better academic performance" than university students.

Private institutions of higher pedagogical education, in particular the Kyiv Frobel Pedagogical Institute, were distinguished by their unique characteristics. The curriculum of the institution provided for mastering three cycles of disciplines: general education (theology, physics, chemistry, botany, anatomy, history of philosophy, introduction to philosophy, general psychology, logic, ethics, aesthetics, history of art, new languages, etc.), pedagogical (history of pedagogical students, introduction to experimental didactics, school science, religious education, pedagogical psychology, child soul, theory of school education, pedagogical pathology) and special subject, according to the

chosen specialty (Russian language, history and geography, mathematics; history and modern state extracurricular education, theory and practice of field trips, librarianship, etc.) (Dealing with a report, *KSA*, sheet 38–39). In 1917-1920, the Institute had a Ukrainian department. On the basis of the institution, there were courses in cutting and sewing, needlework and housekeeping. The programs developed by Kyiv colleagues tried to adapt Kharkiv three-year Frebel courses to their needs.

Thanks to the efforts of the director of the institute, the famous scientist and teacher I. Sikorskyi, a scientific and pedagogical association was created on the basis of the Kyiv Frebel Pedagogical Institute, which included auxiliary educational institutions (children's shelters, kindergartens, primary schools, upper primary school, club for teenagers, libraries, museum, school for adults) and research institutions (pedagogical clinic, pedagogical pathology clinic, pedagogical laboratory, laboratory of experimental psychology) (Demianenko, Prudchenko, 2005, p. 192), aimed at comprehensive study of the child and access to practice.

Pedagogical practice was divided into passive (excursions, working in a kindergarten or school, attending the lessons of teachers-mentors and interns, their discussion, analysis) and active (conducting trial classes, pedagogical observations of students, independent work with children); Pedagogical practice in research institutions included observing the work of a teacher-consultant (doctor) during medical-pedagogical examinations of children and consultations with parents, teachers, participation in medical-pedagogical examinations of children and counseling of parents, teachers; Pedagogical practice on summer playgrounds for children's games and in a daycare center involved the student's involvement in organizational and educational work with children (Prudchenko, 2005). The peculiarity of pedagogic practice was the application of the technology of "free education" in basic institutions (shelter, kindergarten, school), according to which the educational process was aimed at developing the content of learning, teaching methods, and activating the child's interest. The author's pedagogical technologies were widely used (M.Montessori, S.Rusova, I.Sikorskyi, F.Frebel, etc.). Thus, in working with children, the trainees used the methods of "central idea" (F.Frebel) and "nomenclature" (M. Montessori). The uniqueness of the institution was determined by its

specific structure, adherence to the principles of personally oriented education, unity of theoretical and practical components of professional and pedagogical training of preschool and primary education specialists (Sydorenko, 2018).

The content and procedural characteristics of private higher schools of art were distinguished by their originality. Yes, the content of education at the Music and Drama School named after M. Lysenko at the level of the vocal and artistic department corresponded to the program of the conservatory, and the drama department (in the composition of Russian and Ukrainian drama) - to the programs of the Moscow Philharmonic Music and Drama School (Korzh-Usenko, 2019, p. 197). The training program combined special (playing various musical instruments, solo singing, theory of music and composition, orchestral and choral conducting, stage play and declamation) and auxiliary subjects (music-theoretical – elementary theory, harmony, solfeggio, encyclopedia, instrumentation, choral singing, orchestral playing, chamber ensemble, opera classes, mime, fencing, dancing, make-up; historical and humanitarian - history of music, history of drama, history of culture and literature, aesthetics, Italian language). Academic evenings were systematically held at which various types of music, vocal and dramatic art were demonstrated, Ukrainian folk and foreign repertoire was widely promoted (Davydenko, 2010, p. 60), allowing the public to monitor the professional growth of young people. The original methodical technique was the compilation of a "personal sheet" for each student, where the repertoire, pieces for the exam, works from the ensemble class, etc. were recorded. The development of the technique of playing musical instruments and the incentive for personal improvement was facilitated by the system of competitions (for example, the simultaneous playing of performers on two or three pianos).

The Kyiv and Odesa Conservatories took care of the training of orchestra performers, masters of playing musical instruments, singers, opera artists, composers and music teachers. Thus, the Kyiv Conservatory combined the piano, vocal, and historical-theoretical faculties, and at the beginning of its activity, the institution also had a "children's department", which could enroll children over the age of 10. Among all 16 classes, the piano and singing classes were particularly popular. Among the mandatory disciplines were: for instrumentalists - elementary music theory, solfeggio, harmony, instrumentation, history

of music, encyclopedia, aesthetics and art history, ensemble class, orchestral class, compulsory piano (except for pianists); for the "Singing" specialty, choir class, diction and recitation, stage art, make-up, plastic and dance, Italian language were added (Zilberman, 2012, p. 163–164). Symphonic concerts of students with the participation of soloists and a student orchestra were used as forms of organization of the educational process. Pedagogical practice was important, because pedagogical specialization was one of the main ones in the institution.

During the researched period, the high level of organization of the educational process was distinguished by the quality of commercial higher schools, focused on the positive experience of Germany - "the country of free science" (Higher commercial, *CSHAUK*, sheet 283). Domestic commercial universities, as pioneers in their field, actively experimented with approving new forms of structure and content of education. This was especially true of the first of them – the Higher Commercial Courses in Kyiv, which initially did not provide for a completed university education program. Thus, the study program in the first year of the institution's operation covered economic sciences (political economy, credit, statistics, economic history and geography, the labor and professional movement in Russia), legal sciences (encyclopedia of law, Russian civil, commercial, state law), commercial sciences (commercial calculations), physical and mathematical sciences (physics, inorganic chemistry, elementary mathematics), general education disciplines (hygiene of industrial buildings, artistic realism in literature and art of the 19th century), new languages (French, German, English) (Higher commercial, *CSHAUK*, sheets 255–258).

Later, in accordance with public requests, the cycles of disciplines were transformed (the introduction of historical-philosophical disciplines - Russian history, the history of the Middle Ages, the history of ancient cities, etc.; commodity science and natural science - general technology, commodity science from the department of agricultural production (sugar making, distilling, brewing), from the department of fibrous substances (silk, wool, flax), technical mineralogy, practical geology; highlighting the cycle of hygiene) and updating the list of subjects in existing cycles (such as the history of economic life in Western Europe, financial law, agricultural policy within the scope of studying economic sciences; international law and civil process when learning legal sciences; organic and analytical chemistry, encyclopedia

of mathematics - in physics and mathematics; encyclopedia of water transportation business, bank accounting with bank correspondence, bank calculations - in commercial); mastering the Italian language (Higher commercial, *CSHAUK*, sheet 265–267). Attention was paid to the formation of practical skills of specialists in shorthand, photography, etc. In order to "adequately and correctly set up" the organization of training, to expand the prospects of career growth of graduates, petitions for the opening of new courses were systematically violated.

After the transformation of the specified courses into an institute "for the purpose of imparting knowledge on the subjects of higher commercial and economic sciences, preparation for practical activities in trade and industrial institutions, financial and technical, state and public service and teaching special subjects", the content of education was stabilized. Among the subjects were mandatory - for study at commercial and economic departments or at one of them; additional - in special subdivisions chosen by the students themselves and optional (Higher commercial, *CSHAUK*, sheet 273). The expansion of the list of elective subjects was a clear indication of the democratization of the educational process.

Among the compulsory subjects, students of the economic department had to master groups of disciplines of financial calculations with accounting, or commodity science with physics and chemistry, or physics and chemistry (Higher commercial, *CSHAUK*, sheet 273 zv.). The introduction of specialization in pedagogy, railway, assessment, and insurance from the third year of study made the choice of students more motivated. A popular pedagogical specialization involved mastering such disciplines as pedagogical psychology, commercial education, school hygiene, and the history of pedagogy (Pavlova, 2012, p. 222). Studying one of the foreign languages was mandatory for all departments, and students of the banking group of the banking and insurance subdivision had to pass exams in two foreign languages (Kharkov commercial, *CSAHA AU*, sheet 42).

The transformation of the content of education was actively carried out at the Kharkiv Commercial Institute. Since the establishment of higher commercial courses, the commercial and economic department has been divided into sub-departments: commercial and economic, banking and insurance (each of which provided for the existence of a teaching group), local economy, industrial (Kharkov

commercial, CSAHA AU, sheet . 43zv.– 47), which was preserved after the transformation of the institution into an institute. In 1918, a cooperative department was opened as part of the commercial and economic faculty, on the basis of which the training of "cultural and educated workers for cooperation" was carried out for the first time (Pavlova, 2012, p. 236).

A feature of the organization of the educational process of commercial higher schools was a significant volume of practical and laboratory classes, seminars. For example, attempts were made to "solve legal cases" at practical classes in legal disciplines (Higher commercial, *CSHAUK*, sheet 281). Demonstrations with the help of a "magic lantern" were used to master the course of mineralogy and geology. The method of industrial tours (primarily to bank offices, zemstvo institutions, industrial enterprises and railways) was widely used throughout the Russian Empire.

In order to strengthen the practical direction of training, specialized offices of land affairs, trade, statistics, insurance affairs, economic geography, seminary of economic and financial sciences were operating as part of the economic department; of the commercial department - offices of physics, general biology and microbiology, geology, railway, chemistry, laboratories of general biology, technical and analytical chemistry, commodity science of fibrous material and agriculture (Chutkyi, 2013, pp. 148–149). The Commodity Museum covered technical means, samples of handicraft, agricultural and industrial products at various stages of their production.

Specific differentiation was ensured when studying foreign languages, when students were divided into groups according to their level of knowledge. It was the teaching of Eastern languages (especially Chinese and Japanese) at the Kyiv Commercial Institute, in addition to European ones, that became the basis for the creation of the Middle Eastern Institute in Kyiv (1918) (Chutkyi, 2013, pp. 151–152). The purpose of studying foreign languages was considered practical familiarization with colloquial and business language. It is interesting that in the diplomas and certificates of knowledge of the language, a qualitative characteristic of the level of knowledge (of spoken and written language), commercial correspondence was indicated (Higher commercial, *CSHAUK*, sheet 275zv–276). The training ended with the defense of a diploma thesis in the chosen specialization.

An important component of the specialist's professional training was practice at the factory or in the countries whose experience was studied by a certain student. Thus, evidence has been preserved regarding the practice of students of the cooperative branch of the Kharkiv Commercial Institute on the basis of the Kharkiv Union-Bank and the Society of Consumer Organizations of the South of Russia (Pavlova, 2012, pp. 235–236). In 1913, the educational committee of the Kyiv Commercial Institute petitioned for summer internships for students in front of the administrations of 26 railways, 32 banks, 35 provincial and 60 district zemstvo administrations (Khatsyeva, 1999, p. 122).

An important innovation was the organization of foreign business trips for the most conscientious students, who had to pass a special exam on knowledge of the language of the respective country. The geography of the foreign business trips of the students of the Kyiv Commercial Institute covered Western European countries (primarily Germany), countries of the Near and Middle East, and the outskirts of the Russian Empire (Caucasus, Central Asia, Siberia, the Far East). As a result of establishing close cooperation of the Institute with business circles, students received, in addition to scientific tasks, responsible assignments from entrepreneurs. According to the results of the work, report documentation was prepared, which included a description of the route and thorough scientific work on the subject of the trip, as well as, if possible, exhibits to replenish the collection of museums and offices (Chutkyi, 2013, pp. 154–157).

In contrast to commercial, private engineering and technical higher education institutions focused on state higher education institutions regarding the content and organization of education. As evidenced by the analysis of the charter of the Katerynoslav Private Polytechnic Institute, the program of the institution included both special and technical disciplines (mathematics, theoretical mechanics, applied mechanics and the theory of machine construction, engineering and construction sciences, etc.), as well as humanities (political economy, science of finance, state and international law, history, economic geography, foreign languages). The statute also provided for the right to introduce teaching and other subjects (Protocol book, *SADR*, sheets 184–188; *Uchebnye plans, SADR*). Thus, the curriculum of the Institute included "Jewish" subjects - Hebrew language, Jewish history and literature. Specialization by subdivisions began from the third year

of study. For example, the sanitary engineering, urban construction, zemstvo construction, and hydrotechnical subdivisions worked at the engineering and construction faculty; at the mechanical department, specialization was determined by the topics of diploma projects (iron works, mechanical plants, wood processing, production of building materials, refrigeration, mill construction, agricultural machinery, boiler plants and central steam stations) (Fedosova, 2014, pp. 54–55). If at the beginning of its activity the institution used the office and laboratory base of the local mining institute, then over time they began to equip their own offices. During the time of national state formation, the institution was transformed into the Jewish Scientific Institute (1918), the purpose of which was the development and dissemination of philosophical and humanitarian (general and specifically Jewish), natural and historical, mathematical, technical and medical sciences (Bistryakov, 1999).

The content of education within the mechanical and engineering and construction departments of the Kharkiv Women's Polytechnic Institute was oriented to the curricula of the Kharkiv Institute of Technology, the material and technical base of which was actively used by the institution. Much attention was paid to the formation of skills and methods of experimental research, the in-depth study of mathematics, physics, chemistry, geology, the creative development of an engineer, the ability to independently set technical tasks, the ability to overcome the routine of old production (Fedosova, 2014, p. 38).

Agricultural higher education on the territory of Ukraine was represented by the only private institution - Kharkiv Women's Courses of Agriculture and Forestry. The organization of the educational process was based on the principles of providing a sufficient level of natural and historical knowledge, developing the ability to work independently, and expanding opportunities for obtaining a full agricultural and forestry education. A significant part of the educational plans of the institution was made up of general education subjects, and specialization was carried out in the relevant departments. Thus, the agricultural department was divided into four sections (plant science, zootechnics, and agronomic social science), the programs of special subjects of which combined natural and agricultural disciplines (Work report, *SAKR*).

Similar to other higher schools of national economy, training in agricultural institutions combined theoretical and practical

components. Among the forms of organization of education, the "conversatorium" - a lecture-conversation, "inherited" from the New Alexandria Institute of Agriculture and Forestry (Bilan, 2011, p. 125) was common. A significant part of the educational load was devoted to practical classes in the form of laboratory work, individual classes, practice and excursions. Summer practice (in a farm, research, agronomic institution or forestry) was mandatory, which could be replaced by a scientific paper on an approved topic (Work report, *SAKR*). The basis of the organization of the educational process in agricultural institutions of higher education was the principle of seasonality. In the winter period (October-March), theoretical training prevailed, and in the summer, which covered the entire season of active agricultural work, most of the training time was devoted to practical classes (Bilan, 2011, p. 115).

The content of education in the majority of private higher schools, which appeared during the time of national statehood, was characterized by in-depth specialization. Thus, the three-year course of study at the Kyiv Archaeological Institute provided for the study of the local region and the training of academic archaeologists, archivists and librarians based on the mastery of a wide range of historical disciplines (history, archeology, anthropology, historical geography and ethnography, paleontology, numismatics, museology, etc.), art history subjects (art within broad territorial and chronological boundaries, history of Ukrainian art, folk art and ethnography of Ukraine, history of icon painting, ornament, etc.). Legal antiquities, monuments of various historical periods, Ukrainian genealogy, heraldry, diplomacy, spragistics, metrology, librarianship, archival science were studied at the archeographic department (Work reports, *CSHAUK*). Moreover, if in the first year the main forms of organization of education were lectures and practical classes, in the second year students studied mainly according to the seminar system, then the third year was devoted to the preparation and defense of the dissertation and collective research work. A significant part of the students' practical training consisted of scientific expeditions to various cities of Ukraine (Chernihova, Kaneva, Pereyaslava, Nizhyn, etc.) in order to study the original monuments of antiquity and art, and numerous excursions during which the results of scientific research on current problems were discussed (Matiash, 2000; Stavytska, 2015).

Highly specialized education was also provided by another private higher school of the specified period - Kharkiv Private Pharmaceutical Institute named after Riasnianskyi, the content of which was oriented towards pharmaceutical courses for the preparation of pharmacists at universities (About Kharkivskyi, CSAHAAU, sheet 41). Thus, archival materials testify that during the 1917–1918 academic year, students had the opportunity to study courses in physics, inorganic chemistry, botany, zoology, anatomy, human histology and physiology, crystallography and geology (About Kharkivskyi, CSAHAAU, sheet 7). The limitation of its own material base (only the rooms of anatomy, histology and human physiology, and zoology were equipped with the necessary equipment) led to the use of the office and laboratory base of the Kharkiv Institute of Technology and Kharkiv University. A three-year course of study was defined, upon completion of which students were admitted to pharmacy practice, and then to examinations for the title of pharmacist (About Kharkivskyi, CSAHAAU, sheet 41).

A characteristic feature of the times of national state formation was the support of the public initiative for the development of the education of national minorities, with mandatory teaching of Ukrainian studies. In this aspect, the M. Mytlin Private Jewish Institute of Theological and Social Sciences, which focused on providing higher education in the field of Jewish theology, law, linguistics, economics, training of teachers of ancient languages, Ukrainian, Russian, Polish, German, French, English and Italian languages, Hebrew linguistics (ancient Hebrew and colloquial Hebrew) and literature, history and geography for secondary schools (Statute, CSAHAAU, sheet 1). According to the statute, despite the Hebrew language of instruction, subjects of the Ukrainian studies cycle at the Institute were to be taught in Ukrainian. A special feature of the institution was the different term of study at the faculties: five-year - at the theological faculty and four-year - at the legal, historical-philological, and commercial-economic faculties.

The idea of a free higher school was implemented in the activities of higher schools of a new type - people's universities, which provided for the existence of popular science, preparatory and academic departments, as well as the teaching of episodic courses in various fields of knowledge (Korzh-Usenko, 2019), contributing to the development of continuous education. In general, the majority of free schools created in the 19th and early 20th centuries had the goal of forming a multifaceted

personality of an intellectual. The designated higher schools opened access to education to wide sections of the population, performing the functions of social compensation, providing the possibility of alternative choices in the process of obtaining higher education (by forms, choice of specialties, time algorithm), offering, among other things, a model of multi-level education that involved a combination of specialties, variability of study terms (Sydorenko, 2011, p. 1).

Thus, the dynamics of changing the content of education in private higher schools was much more intense than in public institutions. Despite the general orientation of private higher schools on the curricula and plans of state institutions, the use of the potential of the teaching staff and the material and technical base of the latter, the newly created centers were distinguished by democracy and humanism in determining the substantive and procedural principles of activity, realizing the right of broad sections of the population to obtain higher education and preparation for professional activity in specific fields, taking into account the current and future needs of society.

Accordingly, in the educational process of private higher schools, the principles of individualization and differentiation, interrelationship of learning with life and practice, scientificity, independence, accessibility, transparency, consistency, continuity were implemented. The complete implementation of the subject system of education in a private higher school was made impossible by the lack of scientific and pedagogical staff, insufficient motivation of part of the teaching staff, and limited material resources. However, flexibility and dynamism in updating curricula and plans (in contrast to public higher schools), thorough pedagogical and language training contributed to the high level of academic success of students of private higher schools.

1.4. The specifics of the student and teaching staff of a private higher school of Ukraine in the researched period

In our opinion, the greatest value of each higher education institution and the key to its successful development is primarily the academic community, "human capital" - namely teachers and students. Therefore, it is important to analyze the composition and main areas of activity of the participants of the educational process, the nature of the interaction of representatives of various academic environments, and the means of raising their professional level.

It should be noted that the newly created private higher schools mostly had a democratic nature of organizational and management principles. The direct management of the institution was carried out by the director (rector), usually a well-known professor in the academic environment, often the founder. For the majority of private higher schools, the fundamental principles of the functioning of the academic community were electability (of the director, rector), collegiality, the activation of student self-government (especially after 1905), which contributed to the emergence of subject-subject relations between participants in the educational process, the formation and development of the foundations personally oriented pedagogy.

Collegiality of management was provided by boards, councils or committees (pedagogical or educational, custodial or custodian, economic). Pedagogical (educational) councils (committees) were entrusted with the management of educational, scientific and administrative parts, approval of curricula and programs, election of new teachers, enrollment and dismissal of students, approval of test results, awarding of diplomas, etc. (Udovytska, 2007, p. 123). Instead, guardian (trustee) councils (committees) were mostly concerned with economic and administrative issues aimed at ensuring the financial stability of institutions.

The analysis of the sources shows the priority of the professional criterion in the formation of the staff of the private higher school of the studied period, where the electoral and recommendation basis for the replenishment of the teaching staff was established. Experienced teachers and leading scientists of classical universities were actively involved in teaching activities in private higher schools of Ukraine in the second half of the 19th and the beginning of the 20th centuries, who advocated the need to intensify the development of higher education. Instead, in state universities and institutes, on the basis of the norms of the university charter of 1884, it was often practiced to appoint pro-government applicants who lacked the necessary professional characteristics but were loyal to the government by decision of the Ministry of National Education or the Trustee of the educational district.

We would like to emphasize that during the period under study it was thanks to the practice of co-education that it was possible to overcome the personnel deficit of private higher schools. Favorable conditions were created for invited professors and teachers on the basis

of reducing administrative pressure and providing more freedom in determining the content of educational courses than in state institutions of higher education. An important aspect of the practice of co-operation was the fact that scientists known in the country and abroad were involved in private universities, who ensured the high reputation of the sector and contributed to the development of scientific and research activities in it. Material stimulation of highly productive activity served as a strong argument for the involvement of leading scientists, because the salary in private universities was, as a rule, higher. According to modern scientists, the freedom of teaching and learning was the goal and means of creating an atmosphere of creativity in academic life, complementing the rational-logical coherence of the subject system and initiating the variability of the methodology of the content of higher education. The opportunity to combine science with encyclopedic training of students was also attractive to the teaching staff of private higher educational institutions.

Thus, in the draft charter of the Kyiv evening courses for women by A. Zhekulina, it was noted that "teachers are invited from among professors of higher educational institutions, as well as from the number of persons known for their special knowledge and pedagogical experience" and "constitute a pedagogical council that is in charge of education courses" (Detailed note, *CSHAUK*, sheet. 5 volumes). It is important that in a private higher education institution, in contrast to a state one, all members of the teaching staff, and not only the most respected professors, participated in the collegial decision of educational issues.

At Kyiv higher women's courses, the recommended form of filling vacancies prevailed, which was implemented on the basis of the proposals of faculties, study committees or pedagogical councils. At the same time, the legislative framework provided for individual cases of admission to teaching positions of specialists known for their scientific works and practical experience. First of all, this concerned special higher schools of national economy and arts, in which the professional knowledge, skills and abilities of teachers were valued higher than formalized standards, ethnic and religious affiliation, and political beliefs of applicants for vacant positions. For example, professors O. Rusov, Ye. Slutskiy, Ye. Shchepkin, who were not admitted or excluded from universities due to the radicalism of their political views,

successfully worked at the Kyiv Commercial Institute and at the Odessa Higher Women's Courses. The famous pedagogue S. Rusova was involved in teaching in a number of private higher schools in Kyiv (A. Zhekulina Higher Women's Courses, Frebel Pedagogical Institute, Kyiv Commercial Institute) without a corresponding scientific degree and even a completed higher education (Rusova, 1928). Talented scientist I. Steshenko, the future General Secretary of Education of Ukraine, who was refused a recommendation for the title of professorial fellow of the University of Sv. Volodymyr, worked as a teacher at the Kyiv Music and Drama School named after M. Lysenko, as the author of a number of scientific investigations of the relevant content.

As archival materials show, the close attention of the gendarmerie was focused on persons who were appointed to leadership positions in institutions of various types and were distinguished by criticism of the autocratic regime, which primarily concerned the directors of the Odesa Higher Women's Courses - Professor M. Lanhe and the Kyiv Commercial Institute Professor M. Dovnar - Zapolskyi. As a result of the clarification of the socio-political position of teachers at the beginning of the 20th century, the police surveillance of members of the professorial staff, mainly of liberal views, who simultaneously worked in public and private schools, was strengthened. A higher concentration of unfavorable elements in the academic environments of private higher schools, compared to university ones, contributed to the emancipation of thought and worldview, high activity and civic maturity of pupils. However, there have been cases when authoritative and popular teachers among students failed the competition for election to the professorial board of private educational institutions due to the originality of their views, encroachment on imperial identity, or as potentially serious competitors (for example, professor O. Peretts, O. Hrushevskyi) (Kobchenko, 2007). That is, even in the conditions of a "free school", the selection of personnel did not always depend on the purely pedagogical and scientific achievements of the applicant; his reputation, personal qualities, presence of influential patrons who recommended the candidate had a significant impact.

Evidence has been preserved about the admission of individual teachers to teaching activities at the Kyiv Commercial Institute on the basis of the director's orders, bypassing the competitive basis for filling teaching positions (Chutkyi, 2013), which, despite some subjectivism,

allowed personnel problems to be solved more quickly. Many scientists from Kyiv and Warsaw universities, Kyiv Polytechnic Institute, leading specialists in accounting, engineering, commerce, shorthand, etc. were invited to the teaching staff of the said institution.

It should be noted that the university scientific and pedagogical personnel enjoyed a much wider set of rights in comparison with the professor-teaching corps of higher women's courses and other private institutions, which was deprived of service rights and pension benefits, which forced most of its representatives to work part-time (Korzh-Usenko, 2019, p. 270). However, over time, the legal status of teachers in the private sector gradually increased and was finally fixed at the legal and practical levels during the time of national statehood.

A new phenomenon of the studied period was the appearance of women in the teaching staff of higher schools of various types. Kharkiv Higher Women's Courses and Kharkiv Medical Institute were distinguished by the rapid dynamics of expanding the representation of women among teachers and laboratory assistants (Pavlova, 2012, p. 158). Women were actively involved in working in medical institutions. For example, Ye, a female doctor, worked as a laboratory technician at the Department of Histology and Embryology of the Odesa Higher Women's Courses. Malovichko; full-time resident at the propaedeutic clinic - M. Shuhurova, at the department of botany - V. Pasternatska, a graduate of Odessa Higher Women's Courses. It should be noted that V. Pasternatska was one of the donors of her alma mater, transferring to the botanical office where she worked as a laboratory assistant, a selected collection of the flora of the Western Transcaucasia.

The tendency to prioritize the recognition of professionalism in the academic community of a private higher school intensified during the time of national statehood, when the teaching staff was actively replenished with innovative teachers, doctors, lawyers, agronomists, engineers, composers, singers, cooperators, and artists. Among the well-known female teachers who were not inferior to men in terms of authority and pedagogical skill, it is worth noting S. Rusova, N. Polonska-Vasylenko, M. Starytska, L. Starytska-Cherniakhivska (Korzh-Usenko, 2017).

Valuable evidence about the professional and personal characteristics of representatives of the teaching staff, the nature of interaction between teachers and students is contained in memoir sources. In accordance with the established tradition, as a result of the

annual update of the lecture material, teachers chose stenographers from among the most conscientious students, based on whose notes handwritten manuals were issued and preparation for exams was carried out. Quite often, due to the large number of people wishing to attend the lectures of the most popular teachers, it was necessary to "reserve" a place in the auditorium in advance. Z. Tulub left interesting memories about the teachers of Kyiv higher women's courses. So, M. Dovnar-Zapolskyi as an erudite and excellent orator taught brightly, wittily, with fire, gathering crowded audiences. Professor A. Loboda paid considerable attention to Ukrainian folklore in the course of folk literature. Professor I. Sharovolskyi energetically taught the history of medieval literature, and Professor A. Sonni often gave lectures on ancient literature with tears in his eyes. Private docent H. Yakubanis was a harmonious personality, a brilliant lecturer and a great creative inspiration (Tulub, 2012, pp. 251–255).

Professor O. Hiliarov, who taught philosophical and pedagogical disciplines, was considered the "personification of pure idealism", distinguished by his brilliant erudition, impeccable logic, criticality, powerful heuristic potential of his lectures (every word is "like a complete discovery of America"); "face to face scolded tsarism as an Asian woman" (Tulub, 2012, pp. 248–249). The psychological and pedagogical courses were conducted by the well-known teacher S. Ananin - the author of the monograph "Interest in the study of modern psychology and pedagogy", in which he expressed his gratitude to Professor Bruno of the Sorbonne, Professor V. Rein of the University of Jena, his colleagues, Professors A. Hiliarov and A. Sonni for valuable instructions and recommendations. It is interesting that under the editorship of S. Ananin, the work of N. Romashkan, a student of the Kyiv Higher Women's Course, "Pedagogy of the Higher School" (1914), was published, in the preface of which he emphasized that in the essay the author managed to explain the basics of academic pedagogy presented in the works of the German scientist H. Shmydkunts (Romashkan, 1914). S. Ananin criticized the overburdening of the educational ideal with intellectualism, universalism, and transcendentalism, believing that the goal of education should be to create a person capable "on the basis of scientific thinking, strictly logical, to show his intellectual self-activity in any field of knowledge, life and activity."

In general, a private higher education institution often acted as a recipient in relation to a state one in the recruitment of personnel. In order to find out the origins of domestic scientific schools and the means of intensifying scientific and research activities, it is advisable to trace horizontal and vertical connections between representatives of different academic communities. Thus, the psychological seminary, created on the initiative of O.Hiliarov and H.Chelpanov on the basis of Kyiv University, became a base for the formation of such well-known scientists as P. Blonskyi, V. Zenkovskyi, S. Maslov, M. Kholodnyi, H. Shpet, Shcherbyna, many of whom combined work in public and private institutions. It was I. Zenkovskyi, then a graduate student, who was entrusted with the management of the work of the seminar, on the recommendation of O.Hiliarov, who was left to prepare for the professorship. V. Zenkovskyi taught philosophical and psychological courses at the Kyiv Higher Women's Courses and at the Frebel Pedagogical Institute, headed the Kyiv Frebel Society (1914) and the Frebel Institute, where the Ukrainian branch was opened (1917), lectured on philosophy and psychology at the Ukrainian National University and Ukrainian Scientific and Pedagogical Academy, involving students in scientific activities (Zenkovskyi, 2011).

The practice of training professorial fellows abroad, research trips to the countries of Central and Western Europe and America were of significant importance for increasing the professional competence and broadening the horizons of teachers. Yes, Professor Ye. Shchepkin, who gained popularity primarily due to his violent social activities, for which he was removed from the teaching staff of the Novorossiysk University, during his internship in 1910 at the expense of the Odesa Higher Women's Courses, he visited Berlin, Vienna, London, and other cities of Western Europe. A specialist in ancient philosophy, a private associate professor at the Kyiv Higher Women's Courses and the Frebel Pedagogical Institute, H. Yakubanis, on the recommendation of Professor O. Hiliarov, became a professorial fellow and during his foreign business trip (1909–1912) he visited Austria, Hungary, Switzerland, Italy, and Germany to study the study of history and art, work in libraries, deepening of education at universities, participation in seminars, circles, and scientific congresses (Yakubanis, 1914).

In 1913, professors of Odesa Higher Women's Courses who worked at Novorossiysk University were sent to European countries - B.

Varneke, M. Pavlovskiy, M. Lanhe, S. Papadimitriu, I. Lynnychenko, but the source base does not always allow us to find out - at the expense of which institutions such a trip was carried out. Professors of philology V. Peretts during business trips (1907, 1912) to Austria-Hungary, M. Dashkevych (1905) - to Austria-Hungary, Germany, Italy got acquainted with the work of scientific and educational societies, libraries, museums, archives, paying special attention for the practice of scientific excursions. Professor K. Voblyi of the Kyiv Commercial Institute studied the peculiarities of teaching economics in Germany in 1909-1910, private associate professor P. Kovanko was preparing for the professorship of financial law in France, Germany, and Italy. Thanks to foreign missions, the majority of teachers and their pupils perceived academic freedom as a mandatory attribute of civil freedom, persistently defending humanistic human values and the desire for Europeanization of social life (Ivanenko, 2013).

In 1899-1901, S. Ananin was in Germany, where he studied the history of philosophy and psychology at Berlin and Leipzig universities, and pedagogy at Jena (Ivashchenko, 2015). O. Muzychenko received a brilliant education during a scientific mission in 1906-1908 to Germany, Austria, Sweden, Belgium, especially to the Universities of Leipzig and Jena - the leading centers of pedagogical studies. The acquired knowledge formed the basis of a number of investigations by the scientist, among which the most thorough is the work "Modern Pedagogical Currents in Western Europe and America", devoted to the analysis of approaches in reform pedagogy (Muzychenko, 1913). A significant influence on the formation of O. Muzychenko's views was exerted by the supervisor of a promising scientist - Professor M. Lanhe, the founder of experimental psychology, the founder of the first psychological laboratory at the Odessa Higher Women's Courses, the author of the works "Great Thinkers of the XIX Century", "Textbook of Logic", "Criticism of Pure mind", who at one time worked in the world-famous experimental psychological laboratory of V. Wundt in Germany.

It is necessary to emphasize the active scientific and educational activity of private higher school teachers. Thus, Professor O. Muzychenko annually led classes on pedagogy at the courses of folk teachers in Odesa, Poltava, Podil, Chernihiv, Volyn, Crimea, Moldova. In 1913, on his own initiative, summer courses for national teachers were held in Kyiv, the high level of which was ensured by a strong teaching

staff, primarily from the teachers of the Froebel Institute (O.Muzychenko, R.Helvih, M.Dadenkov, V.Zenkivskyi), and a solid base of the Pedagogical Museum (Sukhomlynska, 2005, p. 197). It should be noted that the idea of opening a museum aimed at popularizing positive pedagogical experience and broadening the horizons of teachers belonged to the famous Ukrainian teacher T. Lubenets, and O. Muzychenko worked as the director of the institution at that time.

It is positive that the teachers tried to involve their pupils not only in educational and scientific activities, but also in other types of activities (public, educational, nature protection, volunteering, charity). Representatives of the progressive professorship participated in the initiation and support of numerous cultural and educational projects, the creation of general education, vocational, Sunday schools, summer camps and nurseries for children, reading libraries, publishing houses of books and periodicals, organization of public readings, improvement of teaching methods in institutions of formal and extracurricular education. Diachronic analysis shows that most of the teachers of the Kyiv higher women's courses were university professors who were authoritative scientists, real enthusiasts, devotees of the educational cause (V. Antonovych, S. Hohotskyi, V. Ikonnikov, M. Kostomarov, etc.). A whole galaxy of teachers of higher women's courses not only worked without remuneration, but also donated their own funds to support "free schools" and other educational projects. However, in our opinion, when initiating the creation of private higher schools, not all representatives of the scientific and pedagogical intelligentsia were guided by purely altruistic aspirations to raise the cultural and educational level of the population, but also by pragmatic motives related to the creation of opportunities for part-time work and strengthening their own financial situation.

The state-building and public vector of activity of representatives of the Ukrainian intelligentsia became evident in the times of national state-building in 1917–1920, in particular on the basis of the expansion of representation in state and local authorities. Thus, M. Vasylenko, I. Ohienko, M. Steshenko, P. Kholodnyi, who started their own scientific and pedagogical activities in a private higher school and D. Antonovych, P. Zaitsev, were successfully worked as ministers of education of Ukraine. Zenkovskyi, S. Rusova, L. Starytska-Cherniakhivska and others. During the difficult times of the First World War changes in political

regimes and economic crisis, the protection of monuments was ensured by the efforts of students and teachers (H. Pavlutskyi, V. Modzalevskyi, M. Plevako, S. Taranushenko, K. Shyrotskyi, F. Shmit, etc.) in historical and cultural heritage. In particular, the professor of Kharkiv University and Kharkiv Higher Women's Courses, V. Taliiev, who taught at the University and Kharkiv Higher Women's Courses, in 1918 developed a thorough project for the protection of the nature of Slobozhanshchyna (Pavlova, 2012, p. 171).

Based on the position that personality is formed by personality, it is important to trace the influence of the authority and personal example of teachers on the vectors of intellectual inquiries, scientific interests, worldview principles, civic position, professional choice of student youth, and the nature of relationships in the academic community.

Characterizing the quantitative indicators of the student contingent in the private sector of higher education, it is necessary to note the rapid dynamics of its growth, especially since the 1910s of the 20th century. In the Ukrainian lands of the Russian Empire, as of the 1913–1914 academic year, about 60% of students received their education in private higher institutions (Kruhliak, 2013), giving preference to university-type institutions. However, the repression of participants in anti-government demonstrations and riots, the influence of the university statute (1884) and the circular about "cook's children" (1887), and the financial incapacity of many pupils were significant obstacles to the growth of the student body. With the beginning of the First World War, at the request of the government, citizens of enemy countries (Austria, Germany, Turkey) were removed from the student and teaching staff of all higher schools.

Saint Volodymyr University in terms of this indicator, and the smallest - Higher evening women's courses of A. Zhekulina (about 200 students), designed for working women, mainly teachers. The doubling of the number of female students of the law department of the Kyiv Higher Women's Courses in 1917-1918 is associated with the granting of permission to practice law to female graduates, which was consistent with the general trend of increasing the number of female students in these years (Statistical date, *KSA*, sheet 11).

Odesa higher women's courses were characterized by instability and sharp fluctuations in the number of students, where in 1907 there were about 600 female students, in 1908 - more than 950, and in 1913

the number of female students decreased again to 594 (Status report, SAOR, sheet 27). At the same time, in 1917-1919, the number of female students in Odesa exceeded three thousand people (Melnyk, 2009), which convincingly testifies to the growing desire for higher education among women.

As for the newly created institutions on the territory of Ukraine, it should be noted that in 1917–1920, most of them did not have time to stabilize their composition due to the difficult social and political situation and hostilities. The student contingent of the Kharkiv Higher Women's Courses of Agriculture and Forestry was insignificant, where in 1919 there were 527 trainees and 6 fluent trainees (Work report, SAKR, sheet 11). About 600 students were educated at the Poltava Ukrainian University, founded by the Poltava Society "Prosvita" (Shcherbakivskyi, 1994). Since enrollment was carried out not only on the eve of the academic year, but also at the beginning of each semester, the indicators of the student contingent differed significantly.

Turning to the peculiarities of the qualitative composition of the student body, we note that the differences in the rights of students of the public and private sectors were determined by the difference in the status of the institutions: despite the minimization of social, gender, and national restrictions, the latter did not grant employment rights and the corresponding social status. If the political reliability of potential students was carefully checked upon admission to universities, then the main basis for admission to private higher schools was the certificate competition. Let us emphasize that among the applicants of a number of institutions there were persons with higher education. Thus, among the students of the Katerynoslav Private University were graduates of New York University, Vilnius Jewish Teachers' Institute, Toulouse University, Kazan University, Petrograd Women's Polytechnic Institute, Kharkiv Women's Polytechnic Institute, Toulouse Electrotechnical Institute (Budivnychy, 2016, p. 54).

The democratic changes implemented by the authorities during the revolutionary events of 1905-1907 consisted in the temporary removal of national and gender restrictions, the expansion of the list of applicants: the abolition of percentage norms for Jews, the admission of women, graduates of theological seminaries, real and commercial schools. However, with the beginning of the public reaction in 1909, the requirement regarding the percentage of persons of the Jewish faith in

educational institutions of the Russian Empire was again restored. Therefore, it is quite natural that in the official reports of private higher schools, in contrast to internal statistics, the real indicators of the ethnic composition were hidden in order to prevent repression by the authorities.

Note that as early as 1904, the Ministry of National Education issued a decree, according to which a 20% norm was established for persons of the Jewish faith from the total number of pupils of private educational institutions. This percentage rate was increased only ten years later as a result of the order to extend the rights of persons "involved in the war" (Report, 1915, *SAOR*, sheet 79). Because of the restrictions for Jewish girls in higher women's courses, certificate competitions and additional entrance tests were often arranged for them, because the number of applicants significantly exceeded the available vacancies. In such situations, preference was mostly given to persons with a full matriculation certificate and gold medals (Delivery and status report, *SAOR*, sheet 3).

A comparative analysis of the student body according to the religious criterion clearly testifies to the significant influence of state policy on its adjustment. If the predominance of Orthodox students in public educational institutions was due to the observance of percentage norms for Jews and Catholics, then in private higher schools, contrary to current regulations, Jewish students made up a specific share. In those times, such an effective means of renouncing the youth from their native faith was widely used as a material encouragement by the authorities to convert students and graduates of higher educational institutions to Orthodoxy. Odesa Higher Women's Medical Courses and the Kyiv Commercial Institute, where, in addition to Orthodox and Jewish faiths, Catholics, Lutherans, Old Believers, Mennonites, Armenian-Gregorians, Karaites, Baptists, and Muslims studied (Chutkyi, 2013). At the same time, about 2/3 of the students of the Kyiv Commercial Institute were Jews, which was an extraordinary phenomenon for the Russian Empire. Instead, not only Jews, but also representatives of other nationalities (Russians, Ukrainians) were educated in some national universities (for example, the Katerynoslav Jewish Scientific Institute).

It is characteristic that the gender structure of a private higher school, in contrast to a state one, was dominated by women, who made up to 70% of the student contingent (Kruhliak, 2010, p. 11). It should be

noted that men also had the right to study in women's educational institutions (for example, at the Kharkiv Polytechnic Institute). Kyiv higher commercial courses of M. Dovnar-Zapolskyi were designed for women, but with admission to the student body of men (Statute of Higher Education, *CSHAUK*, sheet 7). The representation of women in the Kyiv Commercial Institute was significant, and in 1917 the student V. Nechavivska joined the Central Council of Ukraine as a representative of the women's community of the specified institution.

Characterizing the choice of specialties by young students, it is worth noting the tendency to gradually give preference to natural and practical specialties, which can be explained by the strengthening of the pragmatic approach to choosing a specialty. A gradual balancing of interest in humanities and physical-mathematical specialties, as well as the growing popularity of pharmacy, were characteristic of women's higher education institutions in Odessa. It is interesting that the material differentiation of students was clearly manifested in certain specialties of private higher schools. The memoirs of Z. Tulub indicate that among the students of the Kyiv higher women's courses, the most independent, equipped with jewelry and elegant toilets, were "lawyers" - daughters of large merchants, manufacturers, bankers, who mainly received an education for the purpose of developing the family business (Tulub, 2012).

The comparative analysis showed a significant difference in tuition fees at various higher women's courses: at Kyiv and Kharkiv – 100 and 120 rubles. (at the historical-philological and physical-mathematical faculties, respectively), at Odesa – 150 rubles, A. Zhekulina – 80 and 100 rubles. (at the historical and philological and pedagogical faculties). As we can see, the fluctuation of the cost of educational services depended more on the ratio of supply and demand than on the prestige or status of the institution, as well as on the specialty, according to the state of the material and technical base. It is noteworthy that A. Zhekulina's Courses were distinguished by the lowest fees, although it was believed that private higher schools are designed primarily for commercial success.

A common trend for public and private higher education was the democratization of the student body, the expansion of the representation of people from the clergy, the middle class, and the peasantry at the expense of the reduction of the nobility. By 1917, the

share of underprivileged female students at the higher women's courses of Ukraine and at the Kyiv Commercial Institute increased to 55–57%, and at the Kharkiv higher commercial women's courses it reached more than 70% (Korzh-Usenko, 2017, p. 260). Note that among the students of private institutions of higher education there were also foreign citizens. Thus, during the years 1911–1914, the daughters of Greek, Bulgarian, Turkish, British, and Austrian subjects studied at Odessa higher women's courses.

Regarding the staff of higher women's courses, it should be noted that a significant percentage of female students were representatives of well-known families of the creative and scientific intelligentsia. Moreover, most of the students of the women's courses were sufficiently motivated to obtain a higher education, not leaving their studies even after marriage, which is confirmed by reports on the activities of these institutions.

The students showed considerable activity and persistence in defending their academic rights. Thus, in the archival funds, petitions of the students of the chemical-pharmaceutical department of the physical-mathematical faculty of Odesa Higher Women's Courses to the dean regarding the improvement of the educational process have been preserved. In particular, the trainees drew the management's attention to the difficulties in obtaining the rank of pharmacist, due to the need to simultaneously acquire a 2-year pharmacy experience during the 3-year training process. The petition stated that daily work in pharmacies interfered with classroom activities; the number of pharmacies in Odesa did not correspond to the number of trainees; pharmacies preferred not course students, but their own students; uniform prescriptions were preferred in pharmacies. This prompted the students to insist on a change in the method of obtaining pharmacy experience, equipment for pharmacy courses, on the basis of which it is possible to systematically work on the manufacture of drugs, and the opening of a chemical-pharmaceutical laboratory (Materials, SAOR, sheet 75).

It is interesting that the problem got further development after ministerial changes to the procedure for obtaining the rank of pharmacist: from now on, trainees of chemical and pharmaceutical departments had to first complete a 3-year training course, and then acquire a 1-year pharmacy experience. So the students once again turned to the dean of the faculty, offering: to include a year of pharmacy

experience in the curriculum, equating the educational qualification of their course with the same qualification of other departments of the faculty; consider completed studies after obtaining pharmacy experience; to join the organization of a pharmacy internship. In addition, attention was drawn to the need to resolve the issue of the situation of trainees who have the title of pharmacy assistants, pharmacy students and 2 years of experience in this title.

The analysis of sources and literature shows that reading, visiting the theater and cinema, ethnographic and tourist trips, and participation in culture clubs were common forms of leisure. At the same time, the only legal means of strengthening the national self-identification of young people were the concerts of the academic choir of Kyiv students and students of the Higher Women's Courses, where choral arrangements of folk songs by M. Lysenko, V. Leontovych, and K. Stetsenko were mainly performed (Hryhorieva, 2009). At the beginning of the 20th century, the academic society "Sich - Independent Ukraine" was established in Kharkiv, and the Ukrainian secret women's organization "Kish" operated at the Kyiv higher women's courses. The memoirs of student H. Chykalenko (Chykalenko, 1939) testify to the activities of the Ukrainian student community in Odesa.

Control over educational work and strict observance of rules for students was carried out with the help of the institute of inspection and class ladies, which was associated with the oppression of the individual, so it was abolished in 1917 at the request of the student body. It was confirmed that there were positive and negative characteristics common to the representatives of students of different sectors of higher education: high social consciousness and creative activity, altruism, patriotism, corporate solidarity and at the same time youthful maximalism, a tendency to anarchism, politicking, demagoguery and deviant behavior, suicide, alcoholism.

The specificity of the private higher school consisted in the greater personal freedom of the students, which is especially noticeable in comparison with the strict regulation of the behavior of young people in closed ("regime") institutions: the Nizhyn Institute of History and Philology and the Kyiv Theological Academy. Since under the conditions of the Russian Empire, dormitories were provided only in "state" educational institutions of the closed type with the aim of increased

control over student life, the "apartment issue" for out-of-town students of a private higher school became extremely acute.

The main sources of social support for students of private higher schools have been identified: help from parents and relatives, public institutions and private individuals (scholarships, exemption from tuition fees, activities of guardian and auxiliary societies), student "self-help" (cooperatives and labor bureaus), etc. An analysis of the sources shows that only about 10 female students of Kyiv higher women's courses received scholarships, the founders of which were mainly professors of this institution or the zemstvo, with which the most gifted peasant women students studied (Tulub, 2012). According to the tradition characteristic of public and private schools, teachers' children received higher education for free. A significant factor that distracted student youth from fulfilling academic duties was the need to earn money, which was relevant for the majority of young people; quite often the trainees were forced to correspond, give private lessons, work for a contract during the summer vacation, etc. To help students and graduates of Odesa Higher Women's Medical Courses, a Women's Committee was created, consisting mainly of wives and daughters of professors, helping in the organization of balls and charity evenings (Women's Committee, SAOR).

Despite the different political orientations (pro-government sentiments prevailed among the professors, and opposition sentiments prevailed among the female students), teachers and students were filled with a sense of belonging to their alma mater, organized meaningful events, charity balls, trips along the Dnieper by steamboat and excursions to interesting historical sites. Young people devoted their free time to social and political activities, which varied from cultural and educational (collecting and spreading folklore, organizing Sunday schools, preparing Ukrainian textbooks) to political (participation in the founding of political parties) and radical-revolutionary (preparation of peasant uprisings) (Kruhliak, 2010, p. 11). The Kyiv Commercial Institute was distinguished by a significant number of interest groups, which became a favorable environment for the development of literary, dramatic, musical, and vocal abilities of student youth. Thus, statistical, philosophical, musical-vocal-literary-dramatic circles were active in the institution at different times (Higher commercial, *CSHAUK*. sheet 279; Chutkyi, 2013, p. 119). Instead, according to the charter of Kharkiv

higher commercial courses, students were forbidden to organize any organizations, societies, circles (Kharkov Statutes, *SAKR*). However, with the transformation of courses into an institute and the adoption of a new charter, students became active members of student self-government at the level of the institution and the city as a whole (Pavlova, 2012, p. 238).

Charity balls (2-3 times a year), concerts, lotteries and parties were the traditional events in which the majority of female students were involved, and the proceeds went to the needs of the most needy comrades according to their statements. It is interesting that the "stars of the stage" invited to such events mostly refused the fees in favor of poor students. The students of the course took an active part in charity actions, in particular, for "White Chamomile Day", when funds were collected for the support of people suffering from tuberculosis. The atmosphere in each institution had its own specificity: if the students of the Kyiv Higher Women's Courses lived as hardworking and friendly as bees (Tulub, 2012), the situation at the Odesa Higher Women's Courses was more tense due to frequent clashes on inter-ethnic grounds.

Although the scientific literature is dominated by the opinion that female students were not concerned with national problems, the majority of students of Higher Women's Courses in Kyiv, to one degree or another, identified themselves with Ukrainian ethnic identity, not inferior to university students in terms of civic consciousness (Chutkyi, 2013). Among the Ukrainian student youth of public and private higher schools at the beginning of the 20th century, such political parties as USDLP , UNR , and RUP , which aimed at the "revival of free Ukraine," were the most influential. Kharkiv had a high level of socially active youth, where such non-party organizations as the Kharkiv Student Community, the Ukrainian National Circle, the Ukrainian Socialist Collective, the Federalist Group, the Ukrainian Youth Union, and the Committee of the Union for the Liberation of Ukraine, which pursued national and social goals, gained popularity.

Some private higher schools were distinguished by a moderate approach to the creation of student societies aimed at meeting national needs. For example, in 1911, more than forty student societies, mostly compatriots, organized according to the regional and national principle, operated at the Kyiv Commercial Institute (Chutkyi, 2013). Since some of these organizations at the statutory level declared their intentions to

develop national consciousness, study the history, ethnography and economy of their native land, the management of the institute had to hide the fact of their existence from law enforcement agencies. In general, the tolerant attitude of the management of some private higher schools to the satisfaction of the national and cultural rights of students made it possible to avoid inter-ethnic conflicts in the academic environment.

A characteristic feature of the manifestation of student civic activity was the tendency to consolidate and integrate representatives of various academic environments (state and private institutions). The First Conference of Ukrainian Student Communities in 1908 in Kyiv (Zhuk, 1939, p. 175) was attended by representatives of the communities of Kyiv University and Kyiv Higher Women's Courses, Dorpat, Kharkiv, Moscow, Odesa communities, which included Ukrainian students from all higher schools. The second conference of Ukrainian student communities in Lviv (1909) brought together delegates from Ukrainian cities, as well as from Moscow and St. Petersburg. The participants and organizers of the Third Conference convened in Kyiv in 1911 were arrested by gendarmes (Hermaize, 1926, p. 429).

In 1913, Muslim students of Saint Volodymyr University, Kyiv Commercial Institute, and Kyiv Higher Women's Courses attempted to hold a secret all-imperial congress dedicated to current social problems (reform of Muslim education and language, status of Muslim women). However, this plan was not implemented due to the arrest of the initiative group (Brylov, 2018).

In 1916, there were anti-war demonstrations among the students of the Kyiv Commercial Institute and Higher Women's Courses (Chortenko, 2012, p. 171). Evidence of the corporate solidarity of students of private universities was that even apolitical academic students (with the exception of those recruited by the security) did not betray their comrades, participants in political actions (Polonska-Vasylenko, 2011; Tulub, 2012). Jewish students of Novorossiysk University and students of Kyiv Higher Women's Courses created the Zionist organization "Hekhover" (Dymyrov, 2007). Since 1917, Polish societies "Brotherly Help" existed not only in Kyiv University, Kyiv Polytechnic Institute, but also in Kyiv commercial and medical institutes, at Higher Women's Courses, Polish Higher Scientific Courses, Conservatories (Davydenko, Chernenko, 2013), forming "Bratniatsk

Central" for the purpose of organizing national self-education and student loan fund activities. In her memoirs, N. Polonska-Vasylenko (2011) emphasizes the excessive political involvement of a large part of the student body, which often distracted from hard academic work and the achievement of understanding.

The Kyiv Higher Women's Courses, where representatives of well-known families studied, were distinguished by a whole cohort of brilliant students: the daughter of the founder of the Course K. Hohotska, the daughter of the first rector of Kyiv University K. Hohotska, the daughter of the outstanding historian I. Antonovych, the granddaughter of the outstanding ethnographer K. Chubynska, the daughter of the Hetman of Ukraine M. Skoropadska. Among the students were the writer O. Kosach (Hrytsko -Hryhorenko), daughter-in-law Olena Pchilka, who twice obtained a higher education at Kyiv Higher Women's Courses, poet A. Akhmatova (Horenko), writers Z. Tulub and O. Khoruzhynska (wife of I. Franko). From the best graduates of the Faculty of History and Philology (K. Antonovych, V. Andrianova-Peretts, N. Kistiakivska, S. Kovalevska, L. Kosonohova, K. Lazarevska, N. Polonska-Vasylenko, N. Mirza-Avakians, S. Shchekhlova), mostly left at the alma-mater or university as professorial fellows and teaching assistants, a galaxy of talented scientists later appeared (Kobchenko, 2007; Korzh-Usenko, 2017). Among the graduates of Odesa higher courses, such future scientists as D. Atlas, Z. Babaitseva-Borynevych, H. Pankratova, H. Chykalenko should be noted. Despite the difficulties of wartime, the democratization of academic life, the deepening of the autonomy of higher education contributed to the expansion of self-management of private educational institutions, organization of access to meetings of professorial boards of representatives of student youth.

In general, the studied period was characterized by contradictory tendencies towards the consolidation and differentiation of the student movement depending on certain social challenges: on the one hand, the youth of the same ethnic group belonged to different ideological camps and political groups or showed political indifference, but with regard to criticism of the imperial policy of the great powers, support participants of anti-government demonstrations, protection of the right to native education (in terms of language and content), actions in honor of prominent cultural figures, united efforts of Ukrainians, Belarusians, Jews, Poles, and other ethnic groups, regardless of belonging to different

higher schools. That is, the corporate solidarity of student youth often turned out to be stronger than any differences, which created a basis for constructive cooperation. In the conditions of the expansion of the social base of a private higher school under the minimal control of state structures, high academic mobility of teachers and students, new opportunities for self-organization and self-realization of both the teaching staff and students opened up.

Conclusions to section 1

In the process of research, a complex of factors influencing the development of private higher education in Ukraine at the end of the 19th and the beginning of the 20th centuries was identified: historical, socio-political, mental, economic, socio-cultural, educational, scientific, normative and legal. Taking into account these factors, the author's periodization of the development of private higher schools of Ukraine at the end of the 19th and the beginning of the 20th centuries was carried out, and the following stages were distinguished: I -st- initial and probationary (1876–1905); II-nd – structural and organizational (1905–1917); III-d – innovative and transformative (1917–1920).

With the use of retrospective analysis, the importance of activating public and private initiatives to overcome the state monopoly in the field of higher education, ensuring the structural and organizational formation of alternative educational institutions was noted. The main subjects of the establishment and structural improvement of private higher schools are identified - these are local self-government bodies, public associations, industrial circles, merchant associations, cooperatives, state structures, private individuals, primarily representatives of the intelligentsia, patrons, professors and members of their families. It was the carriers of private and public initiative, guided by the principles of flexibility and differentiation of educational services, that contributed to the birth, formation and institutionalization of a separate private sector of higher education, which began to outpace the state sector in terms of its development, becoming a favorable environment for the implementation of pedagogical innovations in the domestic educational space .

On the basis of the historical-typological method, taking into account the legal status, professional direction and quality of training of specialists, the types of higher schools in the private sector are

distinguished (higher educational institutions of the university type - mainly the best higher women's courses; medical, pedagogical, commercial, polytechnic, agricultural institutes endowed with rights higher educational institutions, art higher schools and conservatories) that operated on the Ukrainian lands of the Russian Empire.

It was established that the rapid growth of quantitative and qualitative indicators of the development of higher education occurred during the period of national state formation in 1917–1920. At that time, as a result of private and public initiative, 60 higher educational institutions (mostly private) were started, 35 of which managed to start work, which was carried out in the conditions of war and economic crisis with interruptions. The development of an extensive network of higher schools (university centers in Poltava and Katerynoslav, the Ukrainian Pedagogical Academy, the Ukrainian Academy of Arts in Kyiv, specialized institutes, national conservatories, stationary and traveling national universities, in particular Ukrainian, Jewish, Russian, Polish and multi-ethnic) contributed to the expansion of access to educational services and deepening the training of specialists of various profiles. The structural and organizational improvement of the private higher school was carried out on the basis of the opening of new departments and specializations, obtaining the right to train scientific and pedagogical personnel, which testifies to the high degree of trust of the Ukrainian state in such institutions.

Using the method of comparing the reports of higher schools, it was found that the Kyiv Commercial and Frebel institutes, higher women's courses (Kyiv, Kharkiv, Odesa) were distinguished by a high level of organization of the educational process, which influenced the growth of motivation and activity of pupils, increased mastery of scientific methodology, development of critical thinking, ability to independent scientific creativity.

Among the most significant innovations implemented in the environment of a private higher school during the researched period, it is necessary to single out: introduction of a new education system; individualization and intensification of the educational process based on the diversification of forms and methods of education; strengthening of the state-public nature of management; introduction of academic autonomy; democratization, diversification, professionalization, affirmation of the Ukrainian educational ideal; highlighting the

Ukrainian studies orientation of the educational process; legitimization of the academic status of the Ukrainian language, development of student self-government. Gradually, the knowledge-centered approach in the organization of the educational process changed to a person-oriented one, and the reproductive methods based on the reproduction of the texts of lectures and textbooks began to be replaced by creative and productive ones, which was facilitated by the flexibility of educational programs, the expansion of information sources, the introduction of active forms of education (seminars, laboratory classes, conversations, consultations, educational and production tours, various types of practices, etc.).

An increase in the specific weight of problematic, historiographical and methodological lectures, practical classes and independent work of students, which contributed to the self-development of the individual, was noted. It was found that due to the lack of domestic educational and methodical literature, a significant number of textbooks, manuals, fundamental scientific publications, primarily from new fields of knowledge, were imported from abroad, it was widely practiced to make lithographic editions of abstracts of the author's lecture courses, arranged by students under the editorship of teachers.

It was found that the introduction of individual curricula, improvement of the microclimate in the student-teacher environment contributed to the increase in motivation for academic activity and the establishment of constructive cooperation between the subjects of the educational process, at least at the level of a talented teacher and a strong student. Thus, the development of the educational potential of the Kyiv Commercial Institute was ensured by a selected teaching staff, in-depth specialization of specialist training, extensive use of excursions and practical forms of education, rational organization of foreign internships and industrial practice. Thorough foreign language training of the students of the institution was ensured by mastering both new European (English, German, French, Italian) and Eastern languages (Japanese, Chinese, Turkish, Arabic), while at universities attention was paid to "dead" languages, which affected integration into the world scientific, educational and economic space.

It has been proven that the academic mobility of teachers and students of private higher schools was activated in order to increase

awareness of the latest science and technology, achievements of pedagogical theory and practice, deepen professional and speech training. Using the method of diachronic analysis of the dynamics of the development of international interaction in the field of science and education, it was established that if Germany, Austria, and France were the leaders of internships, then at the beginning of the 20th century, visits to Belgium and the United States of America, especially for specialists in technical specialties, became more frequent. Most of the visitors paid attention to solid state funding of scientists' scientific research, state-of-the-art laboratory equipment, use of new methodological approaches and methods of material systematization, involvement of university teachers in prestigious scientific projects.

Using the method of comparison, it was established that the leading directions of work of student youth of private higher schools at the beginning of the 20th century were: social-protective, educational and self-educational, scientific, public-political, physical culture and health, charitable, publishing, cultural and educational, primarily aimed at strengthening the national consciousness, study and popularization of native language, literature, history, culture. Despite the crisis phenomena and unstable circumstances of the wartime, the desire of Ukrainian youth for knowledge and the implementation of scientific research, high motivation and academic success, the predominance of a creative atmosphere and corporate solidarity in the student-teaching community, even among the bearers of different ideological views and beliefs, have been proven.

So, the chapter reveals the trends and features of the development of the structure, content, forms and methods of education, presents the process of introducing the teaching of Ukrainian studies disciplines, outlines the specifics of the student-teaching staff of a private higher school.

CHAPTER 2

INTERNATIONAL CONTEXT AND DEVELOPMENT PERSPECTIVES OF PRIVATE HIGHER SCHOOL IN TODAY'S CONDITIONS

2.1. The global dimension of private higher education development

Retrospective analysis shows that, while higher education in the United States of America, from the time of its establishment, began to function mainly as a private one on the basis of decentralization, regionalization, implementation of private and public initiative, then the intensive development of the private sector of higher education is characteristic of the Western European space, starting from the second half 20th century, and for the countries of Central and Eastern Europe - from the 1990s (after the collapse of the USSR). For a long time, the flagship of private higher education in the world educational space was the USA, where the share of private institutions of higher education is more than 50%. In the USA, there are about 2.5 thousand private colleges with a 4-year course of study (bachelor's level) and universities in which more than 15 million people are educated [Orlov, p. 8]. The oldest and most prestigious institutions include eight universities of the "Ivy League" association, which are included in the category of world-class research universities, occupying prominent places in international rankings for the quality of teaching and research activities, the level of dissemination of knowledge and innovations, and the organization of international cooperation. These are Brown University, Dartmouth College, Harvard University, Columbia University, Cornell University, Yale University, University of Pennsylvania, Princeton University, to which group today Stanford University, Massachusetts Institute of Technology, University of Chicago and Duke University are added.

Conducted studies show that elite US universities are characterized by selectivity in the selection of students and teaching staff, strong innovative and research potential, complete academic, personnel and financial autonomy; resource security (with several billion annual budgets). The selected teaching staff is represented by scientists with world names, leading political figures, and successful businessmen. Accordingly, it was the members of the Ivy League group who produced hundreds of Nobel laureates (Harvard University has the

largest number of laureates – 153 laureates), political and public leaders, figures of education, science and culture [Idea, p . 121–133].

Elite institutions are drivers of social progress, centers of fundamental and applied research at the interdisciplinary and transdisciplinary levels, acting as business partners in the integration of education, science and production, leading subjects of the national innovation system (with the infrastructure of business incubators, technology parks, innovative companies). In universities with high research intensity, the number of graduate students sometimes exceeds the number of students: for example, at Stanford University, the share of PhD students is 65% [Antoniuk: 8–9]. Such educational institutions as Harvard University and the Massachusetts Institute of Technology, actively developing fundraising activities, attract from private donors, public charitable and state structures the resources necessary for the organization of the educational process or the implementation of socially significant non-commercial projects and direct about 50% of their funds to scientific research budget [The Carnegie]. Thus, the volume of Harvard University's endowment in 2018 amounted to 38.3 billion dollars, which is a record for educational institutions in the world. Elite universities dictate trends and generate innovations in education and society as a whole. One of the most authoritative in the field of distance education is the University of Pennsylvania, whose experience is used by UNESCO in developing the concept of a virtual university.

Synchronous analysis of the regional dimension of the development of the world educational space proves that at the current stage, private higher education is developing at a relatively fast pace in such countries of the European educational space as France and Germany. Thus, in France, a country with deep educational traditions and a long history of private higher education, today only 7 of 92 universities are private (including 5 Catholic ones). However, there is a network of private specialized higher schools in the country that offer students unique educational programs and a high level of training in the field of humanities and engineering professions [Stefanovych]. In terms of private sector investments in scientific research, France currently occupies a leading position in Europe.

At the same time, higher education in Germany has traditionally been under state control combined with academic autonomy. The first

German private university in the FRG was founded only in 1982, although the Ukrainian Free University as a private institution of higher education, founded by Ukrainian emigrants, began functioning in Munich in 1945 on the territory of the American occupation zone. As of 2015, the number of private institutions of higher education in the FRG has increased to 113 [Private]. Since from the beginning of their creation, private universities in Germany were focused on the training of foreign students, so teaching in them was carried out mainly in English. At the same time, most private higher education institutions in the FRG fully meet high state standards, so such institutions have diversified sources of funding and receive material support at the local level.

In Italy, only during 1990–2000, the number of private institutions of higher education doubled; this trend intensified in the following decade. Accordingly, in 2005, in parallel with 61 state universities, 28 private universities were operating, covering 10% of all students in the country [Khanter]. The Spanish higher education system is exceptionally homogeneous, as 98% of students study at universities (52 public and 7 private), outside of which only specialists in tourism, crafts and some other professions are trained [Kostetska].

In Great Britain, there are such reputable institutions of the private sector as the University of Buckingham (1973) specializing in financial management and business administration and the London Open University (1969), which is a leader in the organization of distance learning in the European Union and the world as a whole. providing education for more than 209 thousand students [Parpan: 183–184]. Due to free access to educational services, applicants choose independently from hundreds of programs at the university or lower levels. The Open University in London has become an example for other similar institutions. Thus, the Spanish National University of Distance Education includes 58 educational centers in Spain and 9 abroad. The National Distance Education Center in France provides education to 35,000 students from 120 countries. Among the best institutions in its category is the Virtual Global University in Germany, founded in 2001 by a group of 17 professors from 14 different universities from Austria, Germany, and Switzerland. A significant influence is the European Association of Distance Education Universities, under whose auspices the International European Open University operates, covering 17 open

universities and faculties from 15 countries [Kostetska]. In general, the network of open universities significantly contributes to the massification of higher education.

A comparative analysis shows that today the private sector of higher education is developing most intensively in the countries of Central and Eastern Europe, Asia and the Middle East. The activation of the development of private higher education in the countries of Central and Eastern Europe is due to a number of factors: the change in the socio-political and socio-economic situation after the collapse of the Soviet Union and the "socialist commonwealth of states", the revival of the traditions of public and private initiative in the field of education, economic, political and spiritual freedom as a guarantee of market relations and competition, the elimination of the state monopoly and the abolition of the practice of state distribution of young professionals, reorientation to the needs of regional labor markets, the availability of demand for personnel trained by private higher schools, the creation of favorable conditions for learning, leisure and living, flexible use of material incentives for the motivation of the teaching staff, aimed at attracting leading specialists. In some countries of Central and Eastern Europe, the share of private higher education institutions in the education system is very high: in Slovenia - 82%, in Poland - 63%, in Estonia and Romania - 60%, in Hungary - 52% [Biletska]. However, for the most part, these are small higher schools with weak infrastructure and an unstable professor-teaching contingent, which mainly provide education in humanitarian and socio-economic specialties. Therefore, some researchers, namely Giesecke, Levy, Reisz, emphasize that the newly created educational institutions of the countries of Central and Eastern Europe are forced to "wage a daily battle, both from the point of view of viability and from the point of view of legality" [Giesecke, p . 4] in conditions of lack of experience and imperfection of the regulatory and legal field.

The analysis of the literature shows the intensive development of the private sector of higher education in Poland: if previously only the Catholic University of Lublin belonged to it, which had the status of the only large private educational institution among the countries of the socialist camp, then as of 2017 there were 11 public and 1 private classical universities in the country models, 15 technical universities and 2 institutes, 6 academies of economics and medical academies, 17

schools of arts and 6 institutions of higher education in physical education and sports. In total, there are 86 private institutions of higher education, but only 9 of them have the right to grant the "master's" qualification [Kostetska, p.158].

Among the countries of the post-Soviet space, significant progress in the development of the private sector was achieved in Georgia after the relevant reform in 2005. In Kazakhstan, the number of public and private institutions of higher education is roughly balanced. Japan, Indonesia, the Philippines and the Republic of Korea [Parpan: 272] belong to the countries with more than 70% of private educational institutions in the structure of the educational services market, in particular, about 90% in Japan, which causes the phenomenon of the "economic miracle". At the same time, the number of "dwarf universities" - institutions of higher education in which 200-300 students study at one or two faculties - is significant. Recently, a private higher school in China has achieved significant success. A fairly extensive private sector of higher education in Singapore and South Korea complements the public one, which makes it possible to cover almost the entire adult population of these countries with higher education. The private sector of higher education is dynamically developing in some African countries, in particular in Egypt (especially the American University in Cairo, the German University in Cairo, the French University of Egypt) and Kenya, as well as Saudi Arabia and Israel, which actively use the American experience. In Iran, where the private sector is quite young (about 30 years), higher education institutions of this type have a number of preferences and are exempt from taxes. According to the results of international educational rankings, in recent years, higher education institutions in Malaysia have shown the most rapid positive dynamics, where the creation of private universities and university colleges was legitimized at the legislative level in 1996, although before that, private higher schools could not grant scientific degrees.

In developing countries, the private sector of educational services is primarily oriented towards the mass attraction of applicants. At the same time, the trend towards "privatization" of state universities is increasing at the current stage. Countries such as Australia and China have greatly expanded the powers of universities in the field of funding, thanks to which educational institutions are able to independently

generate their own income. There is an active commercialization and diversification of funding sources: in addition to tuition fees, universities receive income from research funds, sales of innovative products, thanks to the activities of technology parks, consulting and research services, etc.

It should be noted that the coronavirus pandemic has become a serious test for a private higher school. At the same time, Covid-19 prompted institutions of higher education in different countries of the world to transfer educational activities to the online format. However, the flagships of higher education (such as Harvard) continued to increase their scientific and research potential even in crisis conditions, and some institutions that carried out research in the field of medicine and the organization of distance learning even rose in the rankings due to the increase in the citation index of the works of teachers.

Synchronous analysis of the development of the modern educational space shows that significant success in expanding the private sector of higher education was achieved by countries in which an increase in the gross national product was accompanied by an increase in the level of education, the creation of a social climate of desire and respect for knowledge, and the development of an appropriate regulatory framework (Germany, Japan, the USA, South Korea, Singapore). However, if many countries in Asia were characterized by complete privatization, then in Eastern Europe and Africa, quasi-privatization prevailed with the strengthening of the tendency to blur the public and private sectors due to their close partnership [Prokhor, p.107].

Thus, as a result of the conducted research, the regional features of the development of the private higher education sector in the world educational space were revealed: if the higher school in the USA began to function mainly as a private one from the time of its formation, then the intensive development of the private sector of higher education in the Western European space is connected with in the second half of the 20th century, in the countries of Central and Eastern Europe, Asia and the Middle East - from the beginning of the 21st century. As evidenced by international educational ratings, Asian countries, which demonstrate the rapid development of IT technologies, have become the leaders in terms of the dynamics of the development of private higher education institutions. The essential features of leading private

institutions of higher education in the world educational space have been determined: elite (high-class) educational services, high-quality academic and cultural environment, high concentration and cultivation of talents among teachers and students, powerful material and technical base, productivity of research activities, powerful innovative potential, sufficient resources with a specific share of private sources of financing, which allows to ensure a high competitive status at the international level.

The leading trends in the development of private higher education in the world educational space at the beginning of the 21st century include: liberalization, democratization, modernization of university autonomy, diversification, elitism, commercialization, integration, international coordination. In the higher education systems of many developed countries, there is a tendency to abandon the encyclopedic nature of curricula in favor of new ones aimed at the creative self-realization of the individual due to the expansion of the variable component of the content of education (up to 50% of subjects), the development of critical thinking and professional competence of future specialists, communicative competences and abilities to teamwork, creative leadership and moral qualities, social integration of a specialist as an active member of civil society.

2.2. The current state and prospects for the development of the private sector of higher education in Ukraine

The subsection presents the state and problems, factors and prospects of the development of the private sector of higher education in Ukraine, and a comparative analysis of various sectors of the domestic higher education system is carried out. Special attention is paid to finding out the features, advantages and disadvantages of private higher educational institutions.

As the analysis of scientific literature showed, Ukraine has one of the largest systems of higher education in the world, which developed under specific socio-economic, political and cultural conditions. The crisis state of education in Ukraine was due to the ideologicalization and complete nationalization of the education system, excessive centralization of education management and funding under the conditions of the Soviet Union, and long-term isolation from the world educational experience.

It is worth emphasizing that a new milestone in the development of the private sector of higher education in Ukraine began after independence. The formation of a private higher school was accompanied by a systemic crisis in the field of higher education, associated with such factors as unacceptably low funding of higher education institutions; inability to adapt to market conditions; transformation of a number of universities of state significance into educational institutions that train personnel only for their region; crisis of educational work with students and others (Mykhaileva, 2014).

Taking into account the socio-political choice of Ukraine, it should be understood that public higher schools in the West (especially in the USA) constitute a relatively insignificant segment of the sphere of higher education, which are often inferior to private ones in terms of prestige and objective rating indicators. However, in recent decades, domestic education has developed in the direction of Eurocentrism, and the experience of European countries proves the effectiveness of a rational combination of the traditional state and new private sectors in the higher education system.

World practice has convincingly proven not only the effectiveness of the functioning of private institutions of higher education, but also the speed of their adaptation to a competitive environment. Moreover, Ukrainian higher education institutions today are forced to compete not only on the domestic market, but also on European markets (Poland, the Czech Republic, Slovenia, Slovakia, the Baltic countries, Bulgaria, Germany) that are attractive to applicants from the point of view of future employment prospects. The developing countries of the European Union, in conditions of shortage of labor force due to flows of labor migration in open European borders and aging of the population of the countries, especially in Western Europe, feel an urgent need for engaged young people for training and further work. In these conditions, the Ukrainian education system is in fierce competition with educational institutions of the European Union, which have more powerful funding and geography of coverage of applicants (Romanovskyi, 2012).

Researchers determine that the most important legal acts that had a significant impact on the development of private higher education after the declaration of independence were the Constitution of Ukraine (1996) and the new edition of the Law "On Education" (1996)

(Oharenko, 2001; Problems of Modernization, 2019) . Thus, the Constitution of Ukraine proclaimed the equality of all forms of ownership and freedom of entrepreneurial activity. And in accordance with the Law "On Education", adopted back in 1991, it was foreseen the possibility of formation and equal functioning of institutions of various organizational and legal norms - state, municipal, private. Accordingly, society's interest in the existence of higher educational institutions of various forms of ownership is related to the creation of a competitive environment.

The development of the private sector of higher education was significantly facilitated by the activities of specialized public associations. Thus, since 1993, the Association of Privately Owned Educational Institutions of Ukraine has been created to unite the efforts of educators and scientists in the search for innovative forms of education for the purpose of raising the intellectual and spiritual level of the Ukrainian people, renewing national education, protecting the interests of private higher education institutions and representing them interests in all state bodies (*Association, 2020*). In 1999, in order to coordinate the efforts of the scientific and pedagogical community of Ukraine to ensure the effective development of the private sector of higher education, to strengthen its authority at the state and international levels, the Confederation of Private Higher Education Institutions of Ukraine was established, uniting universities from almost all regions of the country (*Confederation, 2020*).

We would like to emphasize that the adoption of a number of regulatory documents contributed to the further formation of the network of domestic privately owned educational institutions. Thus, the analysis of the National Doctrine of Education Development in Ukraine (2002) testified that "the strategic task of the state at the current stage is the formation of a multivariate investment policy, which provides for the possibility of attracting various funds to finance the education sector: private individuals, enterprises, organizations, international funds and societies, clerical contributions, etc." (*National Doctrine, 2002*). In the preamble of the Law of Ukraine "On Higher Education" (2014) it is determined that financial pluralism "establishes the basic legal, organizational and financial principles of the functioning of the higher education system, creates conditions for strengthening the cooperation of state bodies and business with institutions of higher

education based on the principles of autonomy of institutions of higher education, the combination of education with science and production in order to prepare competitive human capital for high-tech and innovative development of the country, self-realization of the individual, ensuring the needs of society, the labor market and the state in qualified specialists" (Law, 2014). All this creates favorable conditions for the further development of the private sector in higher education of Ukraine, but also prompts the development of a whole package of regulatory acts.

After all, in fact, from the position of the power structures, higher education obtained in private higher schools is not considered as a public value, but as a private interest, which contradicts modern ideas about the basic constitutional rights and freedoms of a person and a citizen. A vivid example of an ambiguous attitude are the norms of the Law of Ukraine "On Higher Education", which provide for equal access to the state order for the training of specialists with higher education for universities of state, communal and private forms of ownership (Law, 2014). That is, in accordance with the provisions of the normative document, it is established that applicants themselves must choose the universities in which they would like to obtain higher education at state expense. However, the experience of implementing the Law confirms the declarative nature of the specified provisions. The Resolution of the Cabinet of Ministers "On Approval of the Procedure for Placing a State Order for the Training of Specialists, Scientific, Scientific-Pedagogical and Labor Personnel, Advanced Qualification and Retraining of Personnel" (2013) has not lost its validity either, according to which "executors of the state order can be higher, professional technical educational institutions, institutions of postgraduate education, scientific institutions of state and communal ownership" (Kremen, Nikolaienko, 2015), which is ignored in practice.

However, we agree with I. Prokhor that the further implementation of the new Law "On Higher Education" is able to ensure equal rights of private higher education institutions along with state and communal ones in the implementation of educational, scientific and other types of activities, to provide educational services under non-accredited programs (issuing their own documents on higher education), participate in the formation of the National Agency; apply for the distribution of state contracts, form educational, educational-

scientific and educational-scientific-production complexes, scientific parks and become part of a consortium, while maintaining the status of a legal entity and financial independence, form its own structure in accordance with the needs of educational activity (in contrast to the state sector with clearly regulated requirements for faculties and departments) (Prokhor, 2015, p. 105). After all, the state standard of education applies to the private sector - a set of norms that determine the normative term of education, the content of higher education, the amount of educational workload, requirements for educational and qualification (educational) levels of students, means of diagnosing the level of training and quality of education (Zaiets, Zhurakovskiy, 2003).

We focus on the fact that with the declaration of independence of Ukraine, the opening of private institutions of higher education took place taking into account the conditions of the educational services market and the labor market, taking into account the existing demand for higher education, left as a legacy from Soviet times (as of 1992, per 100 graduates of state schools universities could offer only 22 places (Sichkarenko, 2010)). An analysis of the experience of private higher schools of Ukraine allows us to state that most of them at the beginning of their formation trained specialists in 3-4 specialties , which provided opportunities for the implementation of an individual approach to students. Training of specialists in these universities was mainly carried out in such areas as economics, management, marketing, law, medicine, foreign languages, international relations, sociology, psychology, journalism, land management, etc.

Scholars agree that since 1995, the private sector of higher education has been stabilizing in Ukraine (Mykhailichenko, 2017; Prokhor, 2015). After all, at the beginning of their activity, private institutions of higher education suffered from underdeveloped material base, uncertain status, turnover and lack of scientific and pedagogical staff, lack of social guarantees for teachers and students, their own academic traditions, necessary regulatory acts (Tymoshenko, 1998). In addition, the majority of teachers and students of these higher schools were weakly involved in the implementation of scientific topics (in particular, their participation in scientific conferences was insufficiently representative); work on the publication of scientific collections, the registration of these publications as professional, and the preparation of

own textbooks and methodical manuals slowly unfolded (Astakhova, 2003, p. 27).

The analysis of the practice of the functioning of private higher schools indicates the presence of significant obstacles on the way to their further development, including: a shortage of highly qualified scientific and pedagogical personnel, managers capable of generating and perceiving the necessary innovations, due to the low prestige (often created artificially) of teachers in the private sector of higher education, limited mobility, the critical situation of the professional development system; complications in the development of the material educational and scientific base of most universities; low level of interaction with employers in ensuring the conditions of quality production practice; the uncertainty of the functioning of the private sector of the higher education system in the conditions of the continuous education system that has not been formed, the presence of barriers between its levels and degrees; lagging at the technological level, limited use of active learning methods, insufficient flexibility of educational programs, their weak connection with the needs of the labor market; inefficient institutional structure and methods of internal management, weak connection with local self-government bodies, regional business structures, imperfection and instability of the operating conditions of individual universities; lack of a clear strategy and tactics for the development of the private higher education sector, a stable position of the Ministry of Education and Science of Ukraine; insufficient consideration of the needs of the labor market aimed at improving the quality of education; the underdevelopment of its own innovative infrastructure and, as a result, a decrease in the scientific level of the educational process, the qualifications of teachers, and the preparation of students for scientific and innovative activities (*Problems of modernization*, 2019).

However, the awareness of the mentioned shortcomings and troubles became an incentive for the further active development of private higher schools, the introduction of new approaches to solutions to extraordinary problems, initiative and effective innovative activities, which contributed to the professional self-realization of teachers and students. We agree with the opinion of H. Sichkarenko, which indicates that the newly created institutions of higher education actively introduced the latest educational courses, author's programs, non-standard methods of teaching and upbringing, selection of students,

teaching and management personnel, educational and methodical literature (and its publication) (Sichkarenko, 2010). They had wider connections with the universities of Western countries, widely used their programs, methods, opportunities for the exchange of teachers and students, which later began to be actively used by state educational institutions, which at the present stage are the flagships of providing high-quality and versatile educational services. The strengths of private sector higher education institutions were and remain flexibility and responsiveness to socio-economic challenges, innovative opportunities, individual approach to students, etc.

A modern private higher school is a self-regulated organization (capable of responding independently and quickly to external factors), self-financed (meets its expenses with income from the implementation of educational services), entrepreneurial (acts at its own peril and risk, solely under its own responsibility, taking care of the result - the quality of educational process and financial income) (*Problems of modernization*, 2019). Today, a private higher school is an integrated structure that constitutes a separate sector in the higher education system, the main criterion of which is the ability to meet the requirements of the times.

Let us emphasize that the principles of organizing the educational process in private higher schools of Ukraine in the second half of the 19th and early 20th centuries are being actively implemented today. After all, despite the appearance of the latest technical means of learning, new forms and methods of conducting classes, the actual state of affairs in the educational field confirms that it is impossible to talk about significant qualitative changes in the organization of the educational process. The beginnings of many modern approaches to the problems of higher education existed a century ago: from the organization of various practical classes and independent creative work of higher education students to the holding of international scientific conferences with the participation of students and their internships in various foreign institutions.

However, the expansion of the scope of higher education intensified the problem of the quality of education. Modern society needs highly educated and mobile specialists, so it takes on the task of ensuring the quality of higher education, influencing the labor market of young specialists (Osokyna, 2005, p. 107). According to the definition of

modern researchers, leading and stable private universities made a significant contribution to overcoming the systemic crisis in Ukraine, providing important social functions to create thousands of jobs, expanding opportunities for obtaining higher education for thousands of young people (saving many of them from unemployment and antisocial manifestations), providing the state with specialists in popular specialties, creating a base for approbation of educational innovations, etc.

As of today, Ukraine continues to optimize the network of higher education institutions, including private ones. Thus, according to official statistics, in the 2017–2018 academic year, there were 661 institutions of higher education of the I–IV level of accreditation in Ukraine, of which 128 were private (compared to 813 and 176 in the 2010–2011 academic year) or 289 institutions of higher education III–IV level of accreditation, of which 77 are private (the number of which decreased by 22 from the 2010–2011 academic year) (*Higher education*, 2018). During the specified period, the number of persons enrolled in higher schools of various sectors decreased by 31% (in 2010–2011 – 381, 362 students, in 2017–2018 – 264,448) (*Higher education*, 2018, p. 94.).

The analysis of information resources allows us to single out the ten leading universities of Ukraine in the specified sector as of the beginning of the 2019–2020 academic year: Kyiv Medical University, Alfred Nobel University, Poltava University of Economics and Trade, Ukrainian Catholic University, Academy of Advocacy of Ukraine, Kyiv International University, Ukrainian-American Concordia University, Kharkiv Humanitarian University "People's Ukrainian Academy", IT STEP University, Lviv Medical Institute (*Kraschi*, 2019). The corresponding rating table was published by the educational information resource "Osvita.ua", which compiled a consolidated rating of higher educational institutions of Ukraine in 2019, taking as a basis the most authoritative national ratings of educational institutions of Ukraine among experts and mass media ("Top-200 Ukraine", "Scopus" and "Score of EI for the contract"). It is worth noting that most of these institutions demonstrate not only consistently high rating indicators, but also provide high-quality training of specialists in various specialties that are in demand at home and abroad.

The academic rating of higher education institutions of Ukraine "Top-200 Ukraine 2022", which is one of the most influential ratings of

higher education institutions among private universities, was headed by the Interregional Academy of Personnel Management - the largest private institution of higher education in the country. In 2022, the experts took into account the current trends in the development of higher education in Ukraine and the world, which is undergoing serious changes due to the impact of the Covid-2019 pandemic and military operations. Academic, scientific publishing and international activity, assessment of scientific research achievements based on comparison of university websites and achievement of 17 UN Sustainable Development Goals by institutions are the most important coefficients among the indicators of evaluation of university activity. In addition, in 2022, the academy entered the TOP-3 among private universities of Ukraine in the scientific rating of higher education institutions according to Scopus indicators.

The development of modern scientific research allows to carry out a comparative analysis of the public and private sectors of the domestic system of higher education. In particular, considerable attention was paid to this issue in O. Sydorenko's dissertation research, in which the main disagreements include such signs as: execution of a state order or a society order; different methods of financing and forms of taxation; different levels of responsibility for the results of one's work; support of a specific microclimate that contributes to the formation of citizenship, patriotism, moral principles and ideals (Sydorenko, 2011, p. 13).

In modern literature, the opinion has been established that a privately owned institution enjoys wider self-governing rights compared to state ones, at least in terms of financial and economic activity, and can freely set the level of payment of teachers, form a staff list, determine the ratio of the number of teachers to students, although some of these indicators are clearly prescribed in the documents that regulate the process of licensing and accreditation of educational activities in higher educational institutions (*Problems of modernization*, 2019, p. 233).

Undoubted advantages of private educational institutions of Ukraine should include the following: the ability to respond constructively to changes in the socio-economic situation in the state and priorities in society, to develop original educational and professional programs that, after approval, can be implemented in the training of personnel in state universities; systematic investment of

funds in one's own development, increasing the quality of education, in particular through the introduction of comprehensive training aimed at revealing the potential of the individual and acquiring practically oriented professional skills; satisfaction of demand in the field of educational services not fully covered by the state sector (primarily in the field of economy, finance, commerce, jurisprudence, management, humanitarian knowledge, art, social work), as well as non-traditional areas of personnel training; meeting the demand of a special category of consumers of educational services who need non-stationary forms of education or have a need for external education to obtain a second higher education and others.

Private institutions of higher education are more actively introducing new educational management; optimize spending of funds on administrative and economic needs; promptly introduce new specialties, the need for which arises at the stage of formation of the knowledge society; contribute to the formation of an individual who is able to think and act constructively, realizing his own civic position and making decisions.

The most significant problems in the development of private higher education include the imperfection of the regulatory and legal framework, the insufficient quality of educational services and the low efficiency of the interaction of the subjects of the educational process, namely: great competition with the public sector; lack of proper government support in the form of a state order for the training of specialists, scholarships or additional social security for teachers; lack of state support to ensure the entry of private higher education institutions into the international market of educational services; instability of scientific ties with academic research institutions; limitation of scientific opportunities due to insufficient funding; lack of coordination of the work of scientists in interdisciplinary research and the outflow of intellectual resources abroad; difficulties in establishing international cooperation due to inconsistencies in terms, methods of training and quality control, differences in educational qualifications, etc. (*Problems of modernization*, 2019).

It should be noted that despite the imperfect legal justification of the activities of private institutions of higher education and a certain skepticism of public opinion, most of these institutions demonstrate the flexibility of the structure, the responsiveness to changes in the

educational field, powerful innovative capabilities, and an individual approach to students. They strengthen ties with Western universities, widely use their programs, methods, opportunities for exchange of students and teachers. The institutions of this sector quite often employ creative teachers and managers, for whom the framework of a regulated state higher education institution has become tight. A significant part of the founders of private universities have become real educational leaders who support their cause.

In general, the private sector is more adapted to reforms in the field of higher education and the course of decentralization of state authorities and local self-government, which require a wide autonomy of higher education institutions. After all, public universities are inferior to private ones in terms of mobility, orientation towards the new, individual approach to students and teachers, promptness of decision-making. However, their advantages are achieved thanks to a more stable teaching staff, the organization of educational and scientific activities, the training of highly qualified specialists, as well as the support of state authorities. Let us emphasize that the autonomy of higher education institutions has always been a tool for increasing the quality of Ukrainian higher education institutions, ensuring their competitiveness in the international arena, and democratizing student life. However, these processes are accompanied by the "optimization" of the network of higher education institutions, which leads to the destruction of a unique academic environment aimed at the growth of knowledge and the formation of intellectual capital (Panych, 2017).

At the same time, despite the trend towards a general decrease in higher education institutions, the spontaneous massification of Ukrainian higher education is taking place. After all, today the vast majority of graduates of Ukrainian schools become students, which is accompanied by an infantile attitude towards education and the chosen profession. According to the testimony of the Minister of Education and Science of Ukraine L. Hrynevych, today 80% of unemployed Ukrainians are people with a higher education (80% of the unemployed, 2018), and therefore the task of forecasting is extremely relevant for higher education in Ukraine (especially for private institutions of higher education) development needs of the economy, culture, and society in general. To this end, private higher schools should not only support the existence of those specialties, which are called "specialties of the future",

but also carry out scientific research aimed at ensuring the trends of sustainable social development. In our opinion, private institutions of higher education are able to respond more quickly to society's requests regarding the student's availability of certain skills, adjusting curricula and adding the necessary blocks or courses that will allow the student of higher education to have competitive advantages in the labor market. The need to introduce individual educational trajectories of students is urgent.

If in the Soviet period private property ceased to exist in a state with a planned economy and all educational institutions were acquired, then in the conditions of a market economy, openness to the outside world, the need for specialists of various profiles is changing at an accelerated pace. The sluggish, over-bureaucratized system of state higher education could not fully meet the new conditions and was reformed extremely slowly. This became the main reason for the active formation in parallel with the old state system of a new private higher education system, which is more flexible and adapted to the needs of training specialists. Those who decided to invest in its development made a strategically profitable investment. Even now, it is difficult to imagine the sphere of domestic higher education as a whole without the sector of private higher education institutions (from small narrowly specialized ones to multi-specialized giants). Currently, the difference between state and private universities lies only in their legal and factual status, but not in the quality of educational services, the level of scientific work and the qualifications of teachers. Both among private and public higher schools there are prestigious institutions with a low educational level. The prestige and authority of a higher education institution does not depend on its form of ownership - future applicants choose their future "alma mater" based on qualitatively different criteria - high qualifications in the chosen specialty and a diploma with which there will be no problems with employment.

Of the many specialties, it is often private higher schools that are in demand among students and employers, rather than state educational institutions for similar specialties. One of the important factors is that a number of private educational institutions have more opportunities to recruit the most qualified teachers, which affects the level of teaching. Such higher schools have much more opportunities to implement innovative technologies that have proven their effectiveness

into the educational process. This is important for a modern student who is not satisfied with the outdated traditional lecture-class system of education.

We consider the fact that the legally established rights to scientific pensions and benefits do not extend to employees of private higher education institutions counterproductive. Despite the similar duties of teachers of both sectors of the higher education system, they are unequal in the implementation of social protection. Benefits for scientists and educators should be provided to all teachers, regardless of the form of subordination of the institution. An important innovation is that in 2021, for the first time, private institutions of higher education in Ukraine were able to participate in the allocation of state-ordered places.

In general, in Ukraine, as a result of historical conditions, a specific system of higher education has been formed and will continue to exist for a long time, in which educational and scientific activities are carried out by both old state and private universities that have received recognition from university environments and employers. Based on the interests of society and the state, it is vitally necessary to make the position of educational institutions of all forms of ownership equal for the full-fledged development of Ukraine. Let us agree with the opinion of modern scientists (Astakhova, 2014; Buiashenko, 2017; *Problems of modernization*, 2019; Finikov, 2002) that without such adaptation to world standards, the domestic higher education will not be able to develop effectively, and, therefore, the country is doomed to inevitable backwardness.

Taking into account the above, we support the opinion of V. Astakhova regarding the need to provide direct state support to private institutions of higher education in accordance with the generally recognized practice in the world (Astakhova, 2011), because this is seen as an effective means of further optimizing the activities of these universities, which have a significant prognostic potential regarding development of the industry and the state as a whole. After all, it is impossible to overestimate the role of private institutions of higher education in overcoming the socio-economic crisis in the country: the creation of thousands of new jobs; training of specialists in areas of acute shortage; promotion of national self-identification, development of national culture, mastering of the values of world culture, deepening

of international cooperation in the scientific, educational, and cultural spheres (Romanovskyi, 2012).

Modern conditions require changes both in the education system (developing the ability of the state to support an effective education system, to increase the intellectual potential of the nation), and in the system of supporting the private sector and entrepreneurship (by forming and maintaining a favorable investment and innovation environment) and the quality system (holding a workshop transformation of ideas and technologies into competitive goods and services) (Moiseienko, 2007). Undoubtedly, the potential of a private higher school (intellectual, material, informational, socio-cultural resources) can contribute to the reform of the national system of higher education, innovative educational activities, the introduction of the latest scientific and technological achievements into the practice of training specialists, the intensification of scientific research, the provision of creative self-realization and harmonious development of the personality of a specialist, deepening of cooperation and cooperation of institutions of higher education and scientific institutions; integration of private education into the European and global educational space (*Problems of modernization*, 2019).

Thus, the development of the private sector of higher education is a direct result of the renewal of the educational system, its full entry into new socio-economic and political conditions, which encourages competition among providers of educational services, and, therefore, the growth of the quality of education. This thesis is relevant for the domestic field of education both in historical retrospect and in modern conditions.

Conclusions to section 2

As a result of the study, regional features of the development of the private higher education sector in the world educational space were revealed: if the higher school in the USA began to function mainly as a private one from the time of its formation, then the intensive development of the private sector of higher education in the Western European space is associated with the second half of the 20th century, in the countries of Central and Eastern Europe, Asia and the Middle East - from the beginning of the 21st century. As evidenced by international educational ratings, Asian countries, which demonstrate

the rapid development of IT technologies , have become the leaders in terms of the dynamics of the development of private higher education institutions . The essential features of leading private institutions of higher education in the world educational space have been determined: elite (high-class) educational services, high-quality academic and cultural environment, high concentration and cultivation of talents among teachers and students, powerful material and technical base, productivity of research activities, powerful innovative potential, sufficient resources with a specific share of private sources of financing, which allows to ensure a high competitive status at the international level.

In the process of research, the peculiarities and advantages of modern private educational institutions in Ukraine were clarified (the ability to respond constructively to changes in the socio-economic situation in the state and the priorities of the development of society, developing original educational and professional programs, which may later be included in the state classifier of training areas and specialties personnel; the possibility of choosing in-demand specialties and specializations; autonomy of management and constant improvement of management models; investment of funds in the development of the institution and improvement of the quality of education, systematic work on creating a positive image of the institution; efforts to offer comprehensive training aimed at revealing the potential of the individual and acquiring practically oriented professional skills skills, meeting demand in the field of educational services not fully covered by the state sector (primarily in the field of economics, finance, commerce, jurisprudence, management, humanitarian knowledge, art, social work), and non-traditional areas of personnel training; implementation of the needs of a special category of consumers of educational services who need non-stationary forms of education, or who need external education to obtain a second higher education and others) etc.

Among the most significant problems in the development of a private higher school, the following were noted: imperfection of regulatory and legal regulation, weakness of the infrastructure and material and technical base, compared to state educational institutions; the effectiveness of the interaction of the subjects of the educational process, the turnover of the teaching staff, the formation of corporate culture, the organicity of the interaction with the regional environment;

the level of training of applicants, infantile attitude to study and the chosen profession; insufficient assimilation of positive foreign experience, weak involvement of international charitable funds, organizations, projects, programs, sponsors; insufficient advertising and information activities abroad about the possibilities of providing educational and scientific services to foreign citizens in Ukraine, lack of adequate government support in the form of a state order for the training of specialists, scholarships or additional social security for teachers, ensuring transparency of activities (publication of the statute on the official website, reports on financial, scientific and other activities), lack of constant monitoring of the quality of providing educational services; employment of non-specialized graduates; increasing cases of fraud related to the purchase of diplomas, etc.

Using the method of extrapolation, the positive historical experience in the modern conditions of the reform of higher education in Ukraine is actualized in relation to: activation of private and public initiative in the development of higher education; involvement of representatives of the scientific and pedagogical community in the development of the mission, tasks and strategy of the development of the field of higher education; strengthening the interrelationship of universal and national values to promote the formation of a new generation of Ukrainian intelligentsia; consolidation of representatives of the national elite in the implementation of academic, scientific, educational, social, cultural-retransmission and nation-building functions of higher education; ensuring the openness of higher education to innovations while preserving productive academic traditions; deepening the individualization and differentiation of education and upbringing of student youth; strengthening the flexibility and variability of the content of education, the ability to promptly respond to the needs of consumers of educational services; diversification of education based on the principles of democracy, equal access to higher education, practical expediency, close connection with science and industry; growth of academic mobility and international cooperation of representatives of academic communities, establishment of creative interaction of teachers and students in various types of educational and extracurricular activities to ensure personal self-realization of subjects of the educational process.

CONCLUSIONS

Based on the synthesis of the leading ideas regarding the development of private ("free", "open") higher education in the domestic and foreign scientific opinion of the end of the 19th century - the beginning of the 20th century, which was based on the principles of humanization, humanitarianization, nationalism, cultural conformity, differentiation, anthropocentrism, individualization, integration, revealed a focus on the realization of the goal of education - the formation of a creative personality of a conscious, responsible citizen, capable of combining universal and national values, ensuring freedom of education and scientific search, creative self-realization in the academic community and society as a whole.

The main subjects of the establishment and structural improvement of private higher schools have been identified - these are local self-government bodies, public associations, industrial and banking circles, merchant associations, cooperatives, state structures, private individuals, primarily representatives of the intelligentsia, philanthropists, professors and members of their families . It was the carriers of private and public initiative, guided by the principles of flexibility and differentiation of educational services, that contributed to the birth, formation and institutionalization of a separate private sector of higher education, which began to outpace the state sector in terms of the dynamics of development of quantitative and qualitative parameters, becoming a favorable environment for the implementation of pedagogical innovations in the domestic educational space .

The peculiarities of the content-process aspect of the development of a private higher school in Ukraine are revealed, namely the combination of fundamentalization and specialization of the content of education, strengthening the practical expediency of the pedagogical process and the connection with production, the development of an individual learning trajectory taking into account the abilities, needs and interests of students; giving preference to active forms of teaching and productive methods of learning, aimed at diversifying the areas of cognitive activity, creating author's educational and scientific products by students; the combination of the course and subject system of education, the growth of the specific weight of independent work of students. With regard to the personnel aspect, the desire to stabilize the

life of the academic community of a private higher school based on the establishment of partnership relations between its representatives, careful selection of candidates, persistent improvement of the scientific and professional-pedagogical level of employees, primarily due to the organization of the practice of foreign internships of teachers and promising students who spoke the basis of the personnel reserve.

Trends (combination of elitism and egalitarianism, universalization and professionalization, multiculturalism and national orientation; democratization, autonomization, Ukrainianization, humanization, diversification, specialization of training specialists, deepening of differentiation and individualization of the educational process) and peculiarities of the development of higher education in the era of national statehood are outlined (moderate character the policies of Ukrainian governments, the state-public nature of education management, the implementation of academic autonomy; wide involvement of the public, ensuring the principles of social, gender and national equality; improvement of the system of training of scientific and pedagogical personnel; state funding of the Institute of Professorial Fellows; introduction of the Ukrainian language into wide academic use; expanding the spectrum of Ukrainian studies, legitimizing the right to defend a dissertation in Ukrainian, establishing the national educational ideal, implementing an individual learning trajectory; expansion of the variable component of the content of education; temporary reduction of the educational census for entrants; activation of youth self-organization and self-education, functioning of coordination structures of student self-government; involvement of student representatives in participation in meetings of academic councils, work of state authorities and local self-government; strengthening the social and legal status of the student as a subject of the academic space, an active participant in social and state-building processes).

The positive historical experience of the development of higher education on the territory of Ukraine in modern conditions has been updated in relation to: consolidation of the efforts of representatives of the scientific and pedagogical community to develop a strategy for the development of higher education, openness of higher education to innovation, realization of university autonomy and academic freedom, achievement of high standards of education quality based on activation institutions of civil society, strengthening the connection with science

and production, the ability to respond quickly to the needs of consumers of educational services, ensuring equal access to higher education, developing individual curricula, establishing constructive pedagogical interaction between teachers and students, aimed at the development of innovative and critical thinking and creative self-realization of the subjects of the educational process, promoting the formation of a new generation of Ukrainian intelligentsia based on a combination of universal and national values, strengthening the civic and national consciousness of student youth.

It was determined that the leading trends in the development of private higher education in the world educational space at the beginning of the 21st century include: liberalization, democratization, modernization of university autonomy, diversification, elitism, commercialization, integration, international coordination. In the higher education systems of many developed countries, there is a tendency to abandon the encyclopedic nature of curricula in favor of new ones aimed at the creative self-realization of the individual due to the expansion of the variable component of the content of education (up to 50% of subjects), the development of critical thinking and professional competence of future specialists, communicative competences and abilities to teamwork, creative leadership and moral qualities, social integration of a specialist as an active member of civil society.

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