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THE STATE POLICY FOR THE DEVELOPMENT OF OUT-OF-SCHOOL EDUCATION DURING THE UKRAINIAN NATIONAL REVOLUTION (1917-1920): EXPERIENCE FOR UKRAINE IN THE CONDITIONS OF THE RUSSIAN-UKRAINIAN WAR.

The article provides a detailed analysis of the state policy implementation for the development of extracurricular education during the activity of Ukrainian Central Council, the Ukrainian State of the Hetmanate of Pavlo Skoropadskyi, the Directory of the Ukrainian People's Republic and their influence on the development of extra. The role of Ukrainian governments, local authorities, public, cultural organizations, political parties, and trade unions in this process is revealed, which makes it possible to use the experience of the Russian-Ukrainian war and the post-war period in Ukraine.

It is noteworthy that the national educational system established during the liberation struggle of 1917-1920 was considered integral by the nation's leadership in order to eradicate illiteracy among the adult population and elevate its overall cultural standard. This was an integral part of the concept of humanitarian construction, which was developed by the Ukrainian Central Council and was consistently implemented by the Ukrainian State and the Directorate of the Ukrainian People's Republic of Ukraine. It was implemented, unlike school construction, with its own specific characteristics and implementation difficulties.

Their substance was reduced to the fact that the adult population was unable to detach from production for an extended period of time and sit at a desk for months or years in order to obtain an education. Therefore, the government officials faced an urgent task - to develop forms and methods of the state policy for the development of out-of-school education, which would provide an opportunity to receive elementary education in a short period of time. An analysis was conducted of the branching network of various evening schools, courses, and groups for the elimination of illiteracy, which did not have a clear organization of the internal educational process, but carried out the educational process according to different programs and plans.

This, in most cases, led to the ineffectiveness of education.

Therefore, the Ukrainian government instructed departments of extracurricular education to develop new programs with uniform educational standards for different levels of extracurricular education, starting with the acquisition of primary literacy and ending with primary and

secondary education. As per the new regulations, the training period for the illiterate populace was for a duration of three years. It is noteworthy that the distinctive feature of the Ukrainian authorities' effort to combat illiteracy during the liberation struggle of 1917-1920 was that this effort actively expanded to rural areas, and numerous state management structures and public organizations were extensively involved in its execution.

Keywords: *state policy for the development of extracurricular education, state administration, Ukrainian national revolution, Ukrainian Central Rada, Ukrainian State of the Hetmanate of Pavlo Skoropadskiy, Directory of the Ukrainian People's Republic, state-building processes, public organizations.*

ДЕРЖАВНА ПОЛІТИКА РОЗВИТКУ ПОЗАШКІЛЬНОЇ ОСВІТИ У ДОБУ УКРАЇНСЬКОЇ НАЦІОНАЛЬНОЇ РЕВОЛЮЦІЇ (1917-1920 рр.): ДОСВІД ДЛЯ УКРАЇНИ В УМОВАХ РОСІЙСЬКО-УКРАЇНСЬКОЇ ВІЙНИ

У статті проведено детальний аналіз впровадження державної політики розвитку позашкільної освіти в процесі діяльності Української Центральної Ради, Української Держави Гетьманату Павла Скоропадського, Директорії Української Народної Республіки та їх вплив на розвиток Українського державотворення 1917-1920 рр. Розкрито роль у цьому процесі українських урядів, місцевих органів влади, громадських, культурних організацій, політичних партій, профспілок, що дає можливість використання тогочасного досвіду в умовах російсько-української війни та післявоєнний час в Україні. Зазначено, що створена національна система освіти в період визвольних змагань 1917-1920 років керівництвом країни розглядалась нероздільно з ліквідацією неписьменності серед дорослого населення та підвищення його загальнокультурного рівня. Це було складовою частиною концепції гуманітарного будівництва, яка була розроблена Українською Центральною Радою і послідовно впроваджувалась Українською Державою та Директорією УНР, а її реалізація, на відміну від шкільного будівництва, мала свою особливу специфіку і труднощі виконання. Їх зміст зводився до того, що доросле населення не могло на тривалий час відірватися від виробництва, сісти за парти на місяці або роки, щоб здобути освіти. Тому перед державними діячами постало невідкладне завдання – виробити такі форми і методи державної політики розвитку позашкільної освіти, які б дали можливість за короткий проміжок часу отримати елементарну освіту. Здійснено аналіз діючої на той час розгалуження мережі різних вечірніх шкіл, курсів, груп ліквідації неписьменності, які не мали чіткої організації внутрішнього навчального процесу, здійснювали освітній процес за різними програмами і планами, що призводило в більшості випадках до неефективності навчання. Тому за дорученням українських урядів департаменти позашкільної освіти розробляли нові програми з єдиними навчальними нормативами для різних рівнів позашкільної освіти, розпочинаючи від отримання початкової грамотності і закінчуючи початковою та середньою освітою. Згідно з новими нормативами, період навчання для неписьменного населення тривав протягом трьох років. Зазначено, що особливістю боротьби з неписьменністю української влади в період визвольної боротьби 1917-1920 років стало те, що ця робота активно переміщалась в сільську місцевість і до її проведення широко залучалися державні управлінські структури та різні громадські організації.

Ключові слова: *державна політика розвитку позашкільної освіти, державне управління, Українська національна революція, Українська Центральна Рада, Українська Держава Гетьманату Павла Скоропадського, Директорія Української Народної Республіки, державотворчі процеси, громадські організації.*

Statement of the problem. The system of state management education is essential to the functioning of society. The change of this system into one of the most important spheres of social practice in each specific historical case is determined by the real needs and opportunities of society, the features of its social organization, and the goals and tasks it sets for itself. The significant political events that took place in Ukraine between 1917 and 1920 had a powerful impact on the formation of the system of state management of all spheres of public life, including education, which is a basic component of the humanitarian sphere.

During this period, a new educational policy was established in Ukraine, including a policy of extracurricular education. The foundations for a new national school were laid, and the Ukrainianization of the education system was carried out. At that stage of the complex process of self-determination of the country, which took place against the background of revolutionary events, there were many gains and losses in this area, which require a deep rethinking in the context of the peculiarities and problems of the modern Ukrainian state.

During the liberation struggle (1917-1920), Ukrainian governments considered the creation of a national education system to be inseparable from the elimination of illiteracy among the adult population in order to raise its general cultural level. This was an integral part of the concept of humanitarian construction of the Ukrainian state. Its implementation, in contrast to school construction, had its own specifics and difficulties, and the content was reduced to the fact that the adult population was unable to break away from production for a long time or sit at a desk for months or years in order to receive an education. Consequently, the leaders of the Ukrainian state-building were tasked with the immediate responsibility of devising policies and procedures for extracurricular education that would afford students with a rapid access to elementary education.

Recent research and publications indicate that the works of famous Ukrainian scientists, activists, writers, ideologists, and organizers of the national liberation struggle of the Ukrainian people are dedicated to the issue of

extracurricular education as a factor in the development of state-building processes in Ukraine during the national liberation struggle of 1917-1920.

A particular focus was given to the meticulous examination of the scientific and journalistic legacy left by various state, cultural, and public figures of the Ukrainian Central Council, the Ukrainian State of Hetman P. Skoropadskyi, the Directory of the National People's Republic of Ukraine, which are preserved in the archives of Ukraine and the National Library of Ukraine named after V. Vernadskyi.

At the moment, I. Lykhanova, S. Skydan, and Ya. Malik, you are welcome. Pavlenko, Sheiko, Arshinov, Lytvin, Korolyuk, Sokolov, Protsyk, and Khmara were involved in the development of this topic and others.

Many scientific studies have been conducted by the mentioned authors in order to develop a theoretical, methodological, and empirical basis for the development of extracurricular education. Simultaneously, the impact of various contexts on the analysis of the advancement of extracurricular education during the liberation struggle in 1917-1920 necessitates greater attention from domestic scientists, as it is influenced by the dynamics of social transformations in Ukraine, particularly during the Russian-Ukrainian conflict.

The objective of this study is to scrutinize the contribution of state, cultural, and public figures from the Ukrainian Central Rada, the Ukrainian State of Hetman P. Skoropadskyi, and the Directorate of the National People's Republic of Ukraine to the advancement of extracurricular education and the elimination of illiteracy among the populace.

Presentation of the main material. The period from 1917 to 1920 is a complex and ambiguous period in the history of Ukrainian state formation. During these times of revolutionary transformations, there was a rise in national consciousness, the restoration of Ukrainian statehood, and a fundamental restructuring in the realm of education. With the establishment of the Ukrainian Central Rada in 1917, a course of action was initiated to revitalize national education, encompassing the complete Ukrainization of schools, the publication of

school textbooks, the establishment of Ukrainian gymnasiums, the establishment of Ukrainian studies departments in higher educational institutions, and the establishment of the Ukrainian School Council, among other initiatives. Extracurricular education was a major factor in the development of state-building processes, which in turn carried out work related to the elimination of illiteracy among the adult population.

As per the decision of the Ukrainian Central Council, the Department of State Administration of Extracurricular Education was established within the framework of the General Secretariat of Education, tasked with undertaking organizational and practical tasks related to the elimination of illiteracy in Ukraine [8]

An important step in bolstering the fight against illiteracy was the directive of the General Secretary of Education, I. Steshenka, to involve local departments of school education in this endeavor. This enabled us to attract thousands of teachers and employees of educational institutions to organize numerous courses on the elimination of illiteracy in the cities and villages of Ukraine.

The initiatives of the General Secretariat of Education in Ukraine commenced with the establishment of national universities, which provided citizens with a comprehensive education in both humanitarian and natural sciences. In universities, it is customary for lectures to focus on the study of history, literature, culture, law, the fundamentals of economic management, agriculture, and other production industries. Classes were conducted by qualified specialists, teachers from institutes, and well-known figures from science and culture of Ukraine, including D. Doroshenko, V. Vynnychenko, and S. Rusova. Subsequently, fully-fledged higher scientific institutions, commonly known as institutes or universities, were established on the basis of individual public universities. Furthermore, a humanitarian university was opened in Sumy by the decision of the city дума, with the participation of "Prosvita" and trade union organizations. Peoples universities were established in Katerynoslav, Mykolaiv, Odesa, and other cities and regional centers.

During the All-Ukrainian meeting of extracurricular education workers organized by the General Secretariat, the participants reached a consensus to shift the focus of the fight against illiteracy to villages and hamlets situated far from urban centers.

Therefore, the Ukrainian Central Rada and the government brought to the state level the issue of combating illiteracy, raising the general cultural level of the adult population, laid the foundations for this work and involved the population of Ukraine, various public and cultural organizations.

The Hetmanate government of Pavel Skoropadskyi maintained its policy of further eradicating illiteracy by pursuing a comprehensive development of all extracurricular activities. In addition to providing financial assistance, the Ministry of Public Education and Art persisted in enhancing the forms and methods of extracurricular activities. New literacy courses, evening and Sunday schools, and reading houses have been opened for the illiterate population. Citizens who have already completed their primary education could continue their education in newly opened evening gymnasiums, vocational schools, and national universities. This work was also undertaken by school teachers, students, teachers from institutes and universities, and scientists. Specially constituted commissions for eradicating illiteracy, operative in nearly all district centers of Ukraine, facilitated the organization of extracurricular education [12]

Thus, the state-building process under P. Skoropadsky's government in the fight against illiteracy gave a new impetus to the deployment of extracurricular work in all regions of the Ukrainian State. Many extracurricular activities were conducted in the Poltava Oblast. The provincial zemstvo, together with the commission for extra-curricular education, and Prosvita, developed a program for the elimination of illiteracy, and allocated money for the opening of Ukrainian evening schools for adults in the cities and villages of the province. By implementing it, during the second half of 1918, 60 permanent evening schools were established in the province, and literacy courses were established in numerous localities with the aid of local resources [9]

The Council of Ministers increased the allocation for the creation of new national universities, which during the Hetmanate took on a massive character. This became one of the features of the Hetman period in the development of extracurricular education. Universities were established in large industrial cities, towns, and villages. Around 40 units were founded within six months, and the total number was brought to 50 units. Additionally to permanently operating universities, several dozen temporary and visiting (travelling) universities were also formed. Their work, functions, tasks, and goals began to change and improve compared to the previous period.

As a result of these transformations, national universities have begun to provide students with the necessary knowledge to continue their studies in technical schools or institutes. First of all, the Poltava City People's University belonged to them, and after its partial reformation, historical and philological, socio-economic, natural science and lecture faculties were opened.

Therefore, the state administration of Hetman's Ukrainian State expanded extracurricular work even further, and the corresponding structures of the Ministry of Public Education and Art expanded and deepened all forms of extracurricular work. These measures enabled it to reach a larger and larger number of illiterate population both in cities and in villages. Additionally, a feature of the fight against illiteracy during the Hetman period, compared to the era of the Ukrainian Central Rada, was that this work actively moved to rural areas, and state structures and various institutions of civil society were widely involved in its implementation.

During the Directory of the Ukrainian People's Republic, the state-building process for out-of-school education both theoretically and practically advanced significantly. On the initiative of the Minister of Public Education I. Ohienko, people's houses began to be created in cities, and especially in villages, which were supposed to become centers of cultural and mass, including educational, work in settlements. Although this plan did not become law due to the departure of the Directory from Kiev, the People's Houses in some places actively began to be established and carry out relevant work.

About 8,000 different evening schools, courses, and organizations for the eradication of illiteracy were already functioning in the Ukrainian National People's Republic of Ukraine at the start of 1919. However, these educational institutions operated under various plans and programs, lacked a clear internal educational process organization, and frequently failed to deliver effective training. Thus, for various levels of out-of-school education, beginning with the acquisition of primary literacy and concluding with primary and secondary education, the Department of Out-of-School Education of the Ministry of Public Education of the Ukrainian People's Republic of Ukraine has created new programs with consistent educational standards. The study period for the illiterate population was set at three years and 185 days annually under the new regulations [3].

Additionally, by order of the Department of Extracurricular Education, literature reading circles were created at libraries and reading houses. These and other methods of public administration significantly enhanced the work with the illiterate, enhanced the standard of education, and elevated the overall cultural standard of the society, particularly for those who attended extracurricular cultural and educational institutions.

The Department of Out-of-School Education approached universities with the same state innovations that have proven to be effective educational work over the past two years. In recent years, universities have changed how they teach students. Some of them started to practice a new type of work as a transition from stationary to traveling. The Directory and the government, together with local authorities, allocated the funds, staffed teams of teachers, lecturers, gave them educational literature and visual and cognitive materials [1]

After the UNR Directory left Ukraine, the government set up schools, universities, libraries, and scientific societies for Ukrainians who moved to Europe. These groups helped Ukrainians learn and grow culturally. The cultural institutions created by the Directorate of Ukraine later became big centers for science and culture for Ukrainians who left their country. This helped keep Ukrainian culture alive and grow.

The Directorate and Government of Ukraine have done a lot of good things for extra-curricular education. They made schools better, made People's Houses where people can learn and have fun, made national universities better, and helped Ukrainians learn and have fun abroad.

During the Ukrainian National Revolution of 1917-1920, the work of the Ukrainian governments in the process of developing extra-curricular education and eliminating illiteracy among the population produced results. During this period, its number went down from 85-90 to 50-60%, which was a good sign of how the liberation struggle was going. But among the population, the percentage of illiterate citizens remained high after 40-45 years old.

Besides the state authorities, a great deal of extracurricular work was carried out by civil society institutes. «Provita» made a significant contribution to the development of cultural and educational work among the population. Following the tsarist persecutions and prohibitions, these organizations began to be intensively created with the help of state authorities and local self-government bodies, and with the participation of cultural forces in 1917. Besides carrying out a wide range of cultural transformations, "Prosvita" took an active part in extracurricular work.

In 1918, in several regions and large cities, public, cultural, and other organizations began to unite in unions, societies, and unions and jointly conduct mass cultural work. In the Katerynoslav region, the association "Ukrainian culture" was established. This association engaged in significant organizational work and provided financial assistance to establish a network of evening schools, schools, and courses aimed at eliminating illiteracy in the province.

Despite political divisions, Ukrainian political parties took an active part in the organization of extracurricular work in a number of regions, especially in the second half of 1918-1919. Hundreds of schools, centers for the elimination of illiteracy, and libraries were founded in Kyiv, Chernihiv, Podillya, and Poltava regions. They altered the printing of school textbooks and organized courses for the training of illiteracy-eliminator teachers.

Numerous youth organizations and student unions also engaged in extracurricular activities. Already in 1917, young individuals began to actively participate in the cultural transformations that commenced in Ukraine. Through their efforts, illiteracy elimination courses, evening schools, reading houses, and a youth column were organized in the villages, which carried out cultural and propaganda work among the population.

Consequently, youth organizations in numerous districts and settlements have made a notable and occasionally decisive contribution to the implementation of extracurricular cultural and educational initiatives and the elimination of illiteracy among the youth and adult populace.

The trade unions provided significant assistance in the propagation of education throughout society. Additionally, dozens of new trade unions were formed, and in 1919, the trade union movement spread to rural areas. In the first half of 1919, trade unions founded 60 evening schools, a network of technical courses, several evening schools, about 100 groups for the elimination of illiteracy, dozens of libraries, lecture halls, clubs, etc. in the Kyiv region.

During the period of 1917-1920, Ukrainian trade unions established approximately 5,000 schools, colleges, libraries, and clubs, and provided financial support for hundreds of courses aimed at eliminating illiteracy. The network of cultural institutions, created by trade unions, covered thousands of the working population in various regions of Ukraine with educational training and educational and cultural work.

Cooperative unions established extracurricular cultural centers by allocating funds for the establishment of diverse educational and cultural institutions. At the expense of cooperatives, a substantial number of evening schools, economic and commercial schools, libraries, and clubs were established. In Kyiv, Poltava, and Mykolaiv provinces, cooperatives have established a network of agricultural courses.

Therefore, the analysis of the activities of non-governmental organizations pertaining to the advancement of non-school education and the elimination of

illiteracy among the populace during the national liberation struggles of 1917-1920 indicates that public and cultural organizations established a vast network of diverse cultural and educational institutions and centers that operated not only in cities, but practically in all villages of Ukraine. This created favorable conditions for civil society to elevate its own general cultural level and propel its further development.

Conclusions. During the Ukrainian revolution of 1917-1920, all the governments made it clear that creating a national school is important for making citizens aware of their country. This is important because it will help the country become independent. In the political circles of the Ukrainian revolution, they realized that at all times, the struggle for a national school was connected to the preservation of the cultural gene pool of Ukrainians. So, during the time of revolution, it was important to improve education for everyone in Ukraine.

The Ukrainian national school has gone through a difficult path from the introduction of Ukrainian studies disciplines at all levels of education to the patriotically oriented educational process. Even though the solution to the educational problem of out-of-school education on the scale of the state was still a long way off, what was done in the system of national education reform became a decisive impetus for the humanitarian revival of Ukraine.

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