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HRYHORII VASHCHENKO AND FORMATION OF UKRAINIAN EDUCATIONAL SYSTEM IN DIASPORA

The paper actualizes principles of scientific research, the subject matter of which concerns the study of biography and pedagogical heritage of Hryhorii Vashchenko; the principal ideas of his works referring to children and youth education in the countries of Ukrainian-emigrants mass settlements during the post-war period have been analyzed; their influence on development and establishment of conceptual foundations of the national educational system in Ukrainian diaspora and their significance for the educational process in modern Ukraine have been determined.

Key words: Hryhorii Vashchenko, emigration, diaspora, aim, tasks, subject matter, methods and ways of education, national educational ideal, the Ukrainian Youth Association (UYA), World Coordinating Educational Council (WCEC), Ukrainian Educational System (UES).

In the rich and multi-vectored history of Ukrainian education and pedagogical thought of the twentieth century, Hryhorii Vashchenko, whose 140th anniversary of birth falls on April of this year, occupies a prominent place (23.04.1878 – 2.05.1967). The «track record» of H. Vashchenko in Ukraine is marked by ups and downs that are typical of outstanding personalities in cultural and educational functioning in the conditions of the Soviet political regime - from a teacher in mostly religious schools to the organizer of pedagogical educational institutions that would prepare «patriotic folk teachers» [2, p. 7], and later to the Professor, head of the Department of Pedagogy and postgraduate group of the Institute of Public Education in Poltava.

The drama of the life path of H. Vaschenko is similar to thousands of other representatives of the generation of Ukrainian intellectuals of 1920s-1930s due to the fact that the talent of a teacher, organizer and scientist was fully revealed and appreciated not in his native land, but beyond its borders, particularly on the territory

of Germany, where he arrived after moving across Galicia, Lemkivshchyna, and therefore Poland in 1945, and settled with his family in Munich.

The first decade of independence of the Ukrainian state was signified by a reprint of works of H. Vaschenko in Ukraine, in particular his «Educational Ideal», which was presented in Kiev on November 18, 1994. In 1997, his «Selected Pedagogical Works» were published in Drohobych; «Works on Pedagogy and Psychology» were published in Kyiv in 2000. In 2001, A. Boiko published the work «Service to God and Motherland», the title of which reproduces the leading life and creative credo of the teacher [15, p. 74]. At the turn of the XX-XXI centuries, biographical information and excerpts from the works of H. Vaschenko contain textbooks and teaching aids on pedagogy and history of pedagogy.

By the 140th anniversary of Hryhorii Vaschenko, both the Ukrainian «continental» and «diaspora» pedagogical thought developed an understanding of his weight and significance for «current, practical pedagogy» [15, p. 75], for comprehension of the Ukrainian national tradition and development of the modern national system of education and upbringing.

In H. Vashchenko's activity of the emigration period, there are several directions, the chronological frameworks of which coincide with the historical and cultural processes in the post-war Ukrainian emigration. Thus, in the first five years of his stay in Germany (1945-1950, before the mass reemigration of Ukrainians to other states), organizational and pedagogical work prevails due to objective factors, and he actively participates in the formation of Ukrainian educational and scientific life.

In the Ukrainian People's University, organized in Munich by the League of Ukrainian Political Prisoners in 1945, H. Vashchenko taught pedagogy and psychology, while demonstrating «... deep and comprehensive knowledge of the subject ... an analytical approach to each phenomenon, and also the ability to synthesize and to draw conclusions ...» [11, p. 45].

In 1945, H. Vashchenko became one of the organizers and first members of the Ukrainian Free Academy of Sciences in Munich, which relied on the tradition of the All-Ukrainian Academy of Sciences destroyed in 1933 in Kyiv.

An important area of the organizational and educational work of the Ukrainian intellectual from the beginning of the emigration period of his biography was the restoration of the Ukrainian Youth Association (UYA), which was destroyed by the Bolshevik government on the brink of the 1920s-1930s as part of the trial of the Liberation Union of Ukraine. From the first steps of the UYA (Augsburg, August 1946), he becomes its leading ideologue, and one year later, at the 2nd congress of the Ukrainian Youth Association, he is awarded with honorary membership in this organization.

The second direction of H. Vaschenko's activity covers the 1950s-the first half of the 1960s, when the pedagogue focused on teaching at the Ukrainian Free University in Munich and continued cooperation with the Ukrainian Youth Association, whose central committee in 1958 was headed by his former pupil O. Koval. We consider it as creation of the concept of a state-oriented, national educational system. Its core was the scientific and theoretical substantiation of the Ukrainian educational ideal.

Ukrainian community in the Western countries was influenced greatly by the articles of a scientist on the pages of emigrant periodicals in which he defended the national school, native language, national cultural traditions; he singled out and revealed the essence of the features of the outlook and character of a Ukrainian, above all such as high and uncompromising integrity, honesty, conscious discipline. Their formation begins in the family, deepens and is affirmed with the help of the church, school, community organizations. Consistent with the needs of Ukrainian society at the beginning of the twentieth century, the teacher is of the opinion that the establishment of these and other values of the young Ukrainian person «... can give great positive consequences only when the family, educational institutions, the Church and society will act in complete mutual consent and in one direction» [17, p. 353].

We consider as extremely relevant the works of H. Vaschenko, in which he analyzes the problems of forming the feelings of patriotism, courage and heroism in children and youth. According to the teacher, Ukrainian patriotism «... must be healthy, built on the principles of Christian morals and deprived of any chauvinism»

[3, p. 29]. Patriotic education should begin within the first years of a child's life, in family and pre-school institutions. H. Vashchenko saw the task of the school in the field of patriotic education, on the one hand, in the elimination of formalism, insensitivity, pattern, disregard of the psychological characteristics of children of all ages, everything that causes «...disgust toward school and teachers», and on the other hand, in wide use of opportunities of educational disciplines, especially history, geography, Ukrainian literature in the process of upbringing.

H. Vashchenko considered as an important component of the formation of «conscious patriotism» cultivation of courage and heroism based on «highly ideological orientation», which, however, doesn't contradict humanity and «softness», is not identified with rigor.

An example of a combination of «high heroism» and humanity at the same time for H. Vaschenko were prominent figures in world history, including Alexander of Macedon.

Thus, it can be stated that the efforts of the educated Ukrainian public in the states of Western Europe and America in the second half of the twentieth century resulted in the uniform, unified concept of national education for the whole system system of educational institutions aimed at preserving the identity of Ukrainians scattered around the world. Its theoretical basis was the pedagogical concept of H. Vaschenko, whose main provisions are an important basis for the education of a nationally conscious citizen of an independent Ukrainian state.