

The democratization of social life has actualized the need to build an educational paradigm capable of competing in terms of current globalization challenges. The actualization of the issue of the personality self-realization is dictated by the necessity to turn to the progressive pedagogical experience of the previous epochs, which opens wide opportunities for rethinking the advancement of contemporary issues and prospects of education.

In these circumstances, progressive scientific and pedagogical intellectuals have made considerable efforts to ensure that local educational centers help preserve national orientation in the context of adaptation to international conditions, become the basis of national socialization and identification by attracting the young generation to national cultural values.

The preservation of the status of "subordinate territories" with the shifting dominance of ruling states actualized the support of ideological uncertainty in the pro-Ukrainian territories. There was a systematic export of "state-building" persons from the Russian Empire. The aim was to reduce the percentage of influences of ideas of independence on the Ukrainians, to decrease the Polish nobility (Szlachta) vector and as a result the Uniate religion. This exacerbated the uncomfortable conditions of social and cultural existence. Such fluctuating waves also touched the shores of the Right Bank, whose population preferred Ukrainian-language communication.

The clarity of the mass social understanding that the nation-wide principle exceeds the chauvinistic "sting" forced the authorities to act even more blankly and without bias or prejudice. However, the implementation of the plan required adequate resources (including human and time). While the time-consuming regulation was difficult for the governing structures, the human resources required systematic intervention, control, and correlation. According to the leadership of that time, teachers and clergymen were the ideal bearers of the imperial "pro-politics". Their impact on the masses was quite high, and it was difficult to overestimate the productivity of their cooperation with territorial communities. These concerned men were entrusted with a difficult social and cultural task to reorient the consciousness

of the public to the “right direction”. The general imperial direction was considered the only “right” and all the contradictory points were deleted from the agenda, which proved the excessive intensification of the government's efforts to create a fake landscape of social and cultural success.

Under such ambiguous conditions of social and political existence, the real elitism of the pedagogical staff was hidden in the functional and value potential of everyday realities. The functional potential was manifested in the fulfillment of academic and educational functions on the ground and was distinguished by clear subject-subject cooperation. The value potential was the consequence of the functional “capacity” and was reflected in the values of the academic and educational process, which “touched” each pupil’s personality.

In the studied period, the ideological perspective of elitism understanding was connected with the phenomenon of “intellectuality”, which essential content integrated the cultural and spiritual “avant-garde” of entire generations and epochs. The impact of the pedagogical community of that time on the educational growth of the pro-Ukrainian regions was quite noticeable. Consider the readiness of opening new educational centers, the purposefulness of spreading Ukrainian-language literature and other progressive steps towards national revival. The effects of pedagogical cooperation with the subjects of cognition were enhanced by the close intra-sectoral cooperation at the level of branched social and cultural incorporation.

After the population of the Right Bank slowly got used to certain geopolitical transformations, the pro-imperial mechanism secured its “privileged” position on the Left Bank.

In the course of the scientific analysis, the ambivalent nature of the historical and pedagogical conditions of the epoch was reconsidered. It, on the one hand, was marked by social injustice and the use of educational templates, and on the other hand, contributed to the deepening of the traditions of internal educational tourism aimed at counteracting the stabilizing and conservative elements of ruling ideology. The progressiveness of effective implementation of current tasks by the educators, in comparison with the previous activities of the liberal period, was even more

oriented at going beyond the difficult conditions of Ukrainian existence employing the search for possible ways to regulate the existing social and political destruction.

The study has found that, contrary to the conservative and institutional order, the power of influence of internal educational tourism on broad social circles was reflected in the growth of the intellectual potential of the educated strata of Ukraine – the driving force of further state-building. This interpersonal-level event was produced through the maintenance of constructive interregional pedagogical interactions of structural scientific and educational units. The informal aspect of the societies' activity contributed to the widespread popularization of Ukrainian scientific ideas, officially veiled into open-air exploration activities (in particular, the Southwestern Department of the Imperial Russian Geographical Society).