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Fedorova I.V.

<https://orcid.org/0000-0002-6345-2309>
Odessa State Agrarian University

Cheban O.M.

<https://orcid.org/0000-0002-7271-17>
Odessa State Agrarian University

Romanenko T.I.

<https://orcid.org/0000-0002-3752-8701>
Odessa State Agrarian University

HISTORICAL CONTINUITY OF EDUCATIONAL POLICY AS THE BASIS OF UKRAINIAN STATESHIP AND THE MODERN PHILOSOPHICAL CHALLENGE TO NATIONAL PEDAGOGY UNDER EUROPEAN INTEGRATION

The article provides a historical and pedagogical analysis of the formation and development of the system of lower agricultural education in the South of Ukraine in the second half of the 19th – early 20th centuries in the context of the historical continuity of educational policy and its significance for the formation of Ukrainian statehood. The relevance of the study is due to the need to understand the historical experience of the development of agricultural education as an important component of the national educational tradition and as a basis for modern reforms in the context of Ukraine's European integration progress. In modern educational discourse, the issue of the heredity of educational practices acquires special importance, since the formation of an effective educational policy is impossible without taking into account the historical experience of the institutional development of education and pedagogical thought.

The study reveals the contradictory nature of the formation of a network of lower agricultural educational institutions within the educational policy of the Russian Empire. It is shown that the active institutional expansion of agricultural education was combined with its subordination to the economic interests of large landownership and the imperial administration. At the same time, the creation of lower agricultural schools contributed to the spread of practical agronomic knowledge among the population, the formation of a professional culture of agriculture and the gradual establishment of a system of professional training for the agricultural sector. The article analyzes the typology of educational institutions, their structure and features of the educational process, in particular the activities of lower agricultural schools of the 1st and 2nd categories, specialized schools and short-term courses organized by zemstvos and agricultural societies.

Special attention is paid to the development of pedagogical methods of teaching agricultural disciplines at the beginning of the 20th century. The contribution of teachers and scientists to the formation of the principle of combining theoretical training with practical activities, the modernization of curricula and the introduction of new methodological approaches to the professional training of future specialists is highlighted. It is proved that these processes contributed to the formation of the foundations of agricultural pedagogy as an important direction of professional education.

It is emphasized that the historical experience of the development of agricultural education demonstrates the continuity of educational policy as an important factor of social development and state formation. Understanding these processes in modern conditions acquires a new philosophical and pedagogical significance, since the European integration course of Ukraine sets before the national pedagogy the task of combining its own educational tradition with the European values of humanism, academic freedom and innovation. In this context, the historical experience of organizing

agricultural education can serve as an important source for the formation of a modern educational paradigm focused on the development of competencies, professional mobility and responsible citizenship. The European educational paradigm based on the principles of humanistic pedagogy, humanism and interdisciplinarity provides for the development of critical thinking, academic mobility and openness to innovations. In this dimension historical and pedagogical research contributes to a deeper understanding of educational policy transformations and the formation of a national education model capable of organically integrating into the common European educational space.

Keywords: agricultural education, lower agricultural schools, history of education in Ukraine, educational policy, pedagogical methodology, historical continuity, Ukrainian statehood, European integration.

Statement of the problem. The period of development of agricultural education in Ukrainian lands from the second half of the 19th century under study demonstrates a deep contradiction between the social need for modernization of the agrarian sphere and the colonial nature of educational policy. Our goal is to analyze the initial period of the formation of the educational system in the agricultural sector. Formally, the system of lower and middle agricultural schools was being developed quite actively, but its content, structure and goals were determined by imperial interests, and not by the national needs of Ukrainian society.

The philosophical challenge of this model was that education was considered primarily as a tool for training personnel for large landowners' farms, and not as a means of developing the peasantry and raising the agricultural level of the people. Despite the goal of "spreading basic knowledge among the people" proclaimed in the "Normal Provisions on Lower Agricultural Schools" of 1883, in practice the schools recreated the social hierarchy and were oriented towards serving the economic needs of the imperial market. Thus, educational policy was utilitarian and stratificational in nature.

At the same time, modern pedagogical ideas matured within this system, bringing Ukrainian agrarian education closer to European trends. Discussions around teaching methods, the works of R. Straukh and I. Biletsky, the principle of combining theory with practice ("Herbert-Ziller method"), two-year testing of programs – all this indicates the emergence of a scientifically-reflexive approach to vocational education. Educators sought systematicity, methodological unification, logical construction of the course, and a clear statement of the educational and educational goals of disciplines.

Thus, despite the colonial context, agrarian pedagogy of the early twentieth century demonstrated the potential for institutional modernization and methodological renewal. It is here that the philosophical dimension of modern European integration arises: is national pedagogy, while preserving the historical

memory of imperial restrictions, able to transform the acquired institutional and methodological developments into an autonomous, humanistically oriented system?

Ukraine's European integration course requires rethinking education not as a tool for economic service but as a space for the formation of subjectivity, critical thinking and professional mobility. The historical experience of agricultural education shows that without harmonizing theory with practice, without a clear program policy and methodological culture, modernization is impossible. At the same time it reminds us of the danger of losing national content under conditions of external regulatory regulation.

Thus, the philosophical challenge to national pedagogy today is to overcome the colonial legacy of utilitarianism and dependence, to transform historically formed educational models into a system that combines European quality standards with Ukrainian cultural and professional traditions.

The study of the historical experience of Ukrainian agricultural education of previous centuries is an important basis for a deeper understanding of modern theoretical and methodological tasks for the development of the educational sector. This becomes especially relevant under conditions of Ukraine's active European vector which requires a reassessment of national educational traditions in the light of integration processes.

In this context our research focuses on the analysis of the formation and development of lower agricultural educational institutions in Southern Ukraine in the late 19th and early 20th centuries which allows us to trace the historical origins of professional agricultural training and its institutional features.

Analysis of recent research and publications. The issue of the development of agricultural education in Ukraine has been in the field of view of domestic scientists for a long time which testifies to its scientific significance and relevance. Over the century researchers have repeatedly addressed various aspects of the formation and functioning of the agricultural education system. In particular, the analytical

investigations of Tochidlovsky G. Ya. and Balashov I. V. are devoted to the general trends in the development of the industry; the historical and pedagogical features of the formation of agricultural education are highlighted in the works of Fedorova I. V.; the issues of the content of education and the organization of a network of agricultural institutions were thoroughly investigated by Bilan L. L. Certain regional aspects of the development of agricultural education have become the subject of scientific studies: in Poltava region – Mykhailiuk O., in Kyiv region – Rybchenko D., in Sumy region – Komlykova G. I.

In addition to these researchers, modern historians of education and agrarian science pay scientific attention to the topic. In particular, P. Sushitsky in a number of publications examines interregional relations of agrarian schools in the context of educational reforms of the 19th and early 20th centuries; V. Yaniv analyzes the impact of socio-economic transformations on the dynamics of the development of agrarian education; O. Zhyvotko focuses on comparative methods of teaching professional disciplines in different types of educational institutions. Recently, I. Fedorova's research has also become more active revealing the issue of the relationship between agrarian education and national-cultural identity which is important for understanding the philosophical foundations of educational policy. Among the works of recent years monographs and articles attract attention where agrarian education is considered not only as a historical and educational phenomenon but also as a socio-pedagogical phenomenon that influenced the transformation of rural society. In particular some studies focus on the methodological aspects of the formation of professional competence of agricultural specialists and on the comparison of imperial models with European practices which is an important perspective for modern discussions on the humanization of education.

Thus, scientific publications of recent decades allow us to outline a broad intellectual context of research in which historical, social and pedagogical, methodological and philosophical approaches interact for a deeper understanding of the development of agricultural education as a component of the educational and social structure of Ukraine.

Task statement. The aim of the article is a comprehensive analysis of the formation and functioning of lower agricultural education in Southern Ukraine in the second half of the 19th – early 20th centuries, in particular, to clarify the content, forms and methods of organizing the educational process. The chronological boundaries of the study cover the period from

1861 and are associated with the consequences of social reforms – peasant (1861), zemstvo (1864) and local government reform (1870) which contributed to the expansion of the network of lower agricultural schools in Ukrainian provinces.

Outline of the main material of the study. The period of Ukrainian agricultural education under study refers us to colonial, imperial times. In the 70s of the 19th century, numerous requests for permission to open lower agricultural schools began to arrive at the offices of the governors of Ukraine (as part of the Russian Empire). Therefore, the government allowed a number of lower agricultural schools under specially approved statutes. Satisfying these requests the government approved in 1883 the “Normal Regulation on Lower Agricultural Schools”. According to this regulation, lower agricultural schools were aimed at “spreading among the people basic knowledge of agriculture and the crafts necessary for it, mainly through practical classes” [2, p.64]. LAS had the right to be opened by private individuals, societies or zemstvos and to use appropriations from the treasury in the amount of up to 3500 rubles. They could be allocated up to 500 dessiatines of state land for free use. Education at the LAS lasted three years. They were divided into two categories: the 1st category LAS admitted people who had completed a course of two-class rural schools, and the 2nd category LAS admitted people who had completed a course of folk schools. If necessary, preparatory classes could be organized at the LAS. Due to the various needs of the agricultural environment it was necessary to create LAS of different types which was not provided for by the normal regulations [4].

The following types of agricultural schools functioned:

1. Lower general agricultural schools of the 1st category.

In 1896, the Olgin Agricultural School was founded in the village of Migeysa, Elisavetgrad district, Kherson province which was subordinate to the Ministry of Agriculture and State Property [5, p. 182].

2. Lower general agricultural schools of the 2nd category.

The difference between the 1st and 2nd category LAS actually turned out to be insignificant. The course lasted 3 years, but there were mostly 1 or 2 preparatory classes [4].

3. Schools and LAS of horticulture. The program of state schools was broader and devoted more space to theoretical teaching. The main task of the school was teaching horticulture (fruit growing) and vegetable gardening. In addition some schools studied

beekeeping, hop growing, viticulture, sericulture, forestry and winemaking, depending on the county needs [4].

In 1828 the State School of Viticulture, Horticulture and Winemaking was opened at the Nikitsky Botanical Garden in the Crimea [6].

In 1844 the Main School of Horticulture was founded in Odessa [7. p. 343]. In 1874 the Kherson Lower Agricultural School was founded by the provincial zemstvo and in 1882 it was transformed into a secondary school according to the regulations of 1878. For some time the Kherson School was headed by the well-known figure at that time, M. V. Neruchev [8].

4. National School of Dairy Farming. According to the statute of 1890, the National School of Dairy Farming was aimed at training, mainly through practical classes, in cattle breeding, oil production and cheese making. The training lasts 2 years; the third year is devoted entirely or partially to practical classes.

5. Lower schools for other specialties – Goret'sk Craft School which aimed to train craftsmen capable of making and repairing agricultural tools and machines as well as operating them and Berezovsko-Pokrovskaya School of Shepherds which aimed to train shepherds and practitioners [4].

6. Women's agricultural schools. The first school, Zozulinskaya, was founded in 1888. These schools taught female students home economics and some special areas of agriculture that were important for the rural housewife. The training usually lasted 2 years [12, p. 84].

7. Practical schools and simplified training courses began to emerge in the last decade of the 19th century to meet the growing need for skilled and inexpensive workers in agriculture. The training was conducted in its separate areas – gardening, horticulture, viticulture, etc. Their organization depended on local conditions. One school was founded in the state estate “Salgirka” near Simferopol, 3 schools were founded by zemstvos, 3 schools – by private individuals and 2 courses – by societies of correctional shelters [4].

The issue of the importance of the development and activity of the lower agricultural school in the south of Ukraine in the 19th – early 20th centuries and possible ways of its improvement were discussed many times at conferences of educators from technical, professional, agricultural branches, at congresses dedicated to the topic of agronomic assistance to the rural population as well as at meetings at the Department of Agriculture.

The educational community immediately joined the lively discussion of didactics and teaching methods of professional agricultural disciplines. The

Department of Agriculture published the works of R. Strauch "Curriculum and Teaching Programs" and "Didactics and Teaching Methods". These publications became a significant phenomenon in the process of formation and development of agricultural education. Teaching programs directed the teacher to what exactly needs to be taught and what should be studied, and didactics together with the methodology comprehensively considered the question of how to teach in order to achieve success and thereby fulfill the curriculum. Thus, R. Strauch in his works highlighted the essential elements of agricultural pedagogical work. According to V. Perekhod, R. Strauch's work "Curriculum and Teaching Programs" became a desk book for teachers of the agricultural sphere.

A significant advantage is the fact that the teacher was able not only to clearly track the sequence of the course read but also to note the need for certain changes and improvements for the future. This method made it possible to substantiate the need for applied or changed some questions of the program in a particular discipline on the basis of actual material. Review and comparison of the programs of 1880 with the programs of 1904 formed a clear understanding of the need not only for a theoretical basis of the educational course but also for a practical analysis of the feasibility of the necessary changes. Thus, the need for the so-called two-year cycle of testing newly created programs in professional disciplines in agricultural education was emphasized. Namely: the first year is the first experience of testing the program, its application under different conditions in several educational institutions. The second year is a control year which will make it possible to verify the effectiveness and correctness of the conclusion made without subjective influences and errors. After several years of testing V. Perekhod in his works concludes about the shortcomings in teaching various disciplines and suggests the use of various didactic methods for objective reasons for in-depth mastery of theoretical and practical material by students. Emphasizes the need to unify methodological guidelines for young teachers [9, p. 111–114].

Bright methodological works of the early twentieth century were “Methodology of Agriculture” by I.I. Biletsky and “Didactics and Teaching Methods” by R. Shtraukh. Analyzing these educational and methodological manuals, it is necessary to pay attention to their certain differences in terms of practical training of students. “Methodology of Agriculture” by I.I. Biletsky concerns the discipline “Agriculture” with all related disciplines. Therefore, it facilitates the task for teachers of crop production but leaves

aside such important disciplines as economics and animal husbandry. In addition the methodology of I.I. Biletsky has been tested mainly for teaching in lower agricultural schools and colleges. At the same time the methodology of R. Shtraukh is more adapted for higher agricultural education which operates with practically trained students. The latter is quite important in teaching because it gives the teacher the material that is necessary for first-level analysis with the heuristic method. Such a discussion gave impetus to the final recognition of the method of combining scientific and theoretical knowledge with agricultural practical activities. Thus, the most relevant method in the field of agricultural sciences around which the attention of agricultural educators was focused was the method of combining theory with practice that V. Perekhod calls "Herbert-Zillerovsky" [9, p. 113]. So, the need to use the principle of continuity in the training of pupils and students of lower agricultural schools and colleges comes to the fore. According to teachers-practitioners of the early twentieth century, the correct organization of agricultural work in accordance with the 1904 curriculum is important. Which provided for the active involvement of students of the lower grades of secondary agricultural schools in all types of practical agricultural work, namely: sowing, harvesting, care and feeding of farm animals, etc.

So, teaching moved to a higher level guided by the principles and instructions set out in the methodology of R. Strauch. Thus, students became students of winter agricultural schools and therefore had the opportunity to meaningfully perceive the theoretical foundations of agricultural knowledge on the basis of practical skills.

The so-called "program" issue is also important. After all, the requirements for training in secondary school were significantly different from the requirements of lower school. The goal of organizing the educational process in these schools also differed: secondary school was to train independent workers in the field of agriculture, lower school – only assistants (agronomic headmen). Therefore, practicing teachers on the pages of scientific and practical publications advised in the teaching programs for secondary agricultural schools to indicate specific methods that should be applied in the process of studying a particular subject, listing all the important features of a particular discipline and highlighting the most important issues of the course being taught. Such instructions could not be an imposition on a teacher of any specific method but only a recommendation of the most purposeful ways for mastering the discipline. Thus, already in the programs of 1911 a

division into a general part and a practical part was proposed, in which the main issues of the discipline were presented. Important, according to V. Perekhod, was the following sequence in the construction of methodological instructions: indicating the purpose of the given subject, both educational and educational in nature; requirements for mastering this discipline; a list of tools for this course; adherence to the logical sequence of mastering the educational material; a list of methods that deserve attention in the process of mastering this or that discipline. Therefore, the work of a teacher can be purposeful and productive only if he treats it consciously. The latter, in turn, is possible only if the teacher sees the entire academic discipline as a whole, as organized according to a plan and methodically developed.

The conclusions of the teachers were used as the basis for a newly developed project on lower agricultural education. Lower agricultural schools, as was found out by school councils and confirmed at congresses, successfully train lower personnel serving in large farms – headmen, clerks, etc. It was noted by some schools that the surrounding population, especially private landowners, sought to borrow from the schools selective seeds, breeding livestock, tools and machines, and even methods of land cultivation. But the peasant population did not receive direct benefits from agricultural schools and, thus, the main task set by the 1883 regulation for lower schools – "the dissemination of basic knowledge of agriculture among the people" – was not directly fulfilled by them [2]. The following circumstances were identified as the reasons for this phenomenon: among the students there were many people who came from the environment of small-land peasants or from the environment of the urban class and, therefore, after completing the course, they could not manage their own farm; peasant boys, having lived from 3 to 5 years at school, got used to better living conditions than those they could find in the countryside; the amount of knowledge acquired in the LAS was much higher than the existing conditions in the peasant farm; finally, the school farms in their type were closer to private farms, rather than to peasant farms. As for the training of lower-level personnel for large farms, the schools that existed under normal conditions generally met their purpose, and only a correction of their organization was provided for. If necessary, it was envisaged to open a department at the lower schools for the training of primary school teachers familiar with agriculture, lower personnel for the needs of the zemstvo agronomic organization, as well as specialists in various crafts that were of particular

importance in a particular area. At the same time, it was recognized that the lower agricultural schools, the number of which, moreover, due to their high cost, could not be significant, and could not satisfy the needs of the landowners' farms in undemanding trained workers, would contribute to the spread of agricultural knowledge among the peasantry.

In view of this, various types of simplified LAS were proposed: on the one hand, those where the main attention would be paid to the practical activities of agriculture following the example of existing practical LAS, on the other hand, those in which the main attention would be paid to theoretical subjects that are the basis of agriculture. In addition to a special school, in order to spread agricultural knowledge among the peasants, it was proposed to introduce teaching of agriculture in folk teacher schools [4]. Having studied the sources, we can state that with the development of the network and system of lower agricultural schools, the advanced public, rural owners, and the progressive part of the ruling bureaucracy began to advocate the creation of agricultural educational institutions of a higher type. Given that practical training did not provide for serious theoretical training. Against the background of the accelerated development of the agricultural economy in market conditions, theoretical training became the basis not only for improving the production sector, but also for determining long-term economic and production prospects. The first secondary agricultural educational institutions (agricultural schools) in the Dnieper Ukraine were opened on the basis of the general Regulations on them, approved by the Tsar on May 30, 1878, and the Statute of Agricultural Schools, approved by the Minister of State Property on March 10, 1888. The Statute stated that they “aim to provide their students and young people with theoretical and practical education necessary for their proper management of agriculture” [10, pp. 4–17].

On May 26, 1904, a new “Regulation on Agricultural Education” was approved. The course of study for secondary agricultural schools was left six years, but it was envisaged to create 6 classes – 2 general and 4 special. The compulsory subjects in the schools were: the Law of God, Russian, one of the new languages, geography, history, mathematics, drawing and painting, natural history, land management, agriculture and its branches, accounting and law. Graduates received the title of agronomist [9, pp. 111–114].

Conclusions. Thus, the analysis of the historical prerequisites for the formation of agricultural education in Ukraine in the second half of the 19th – early

20th centuries gives grounds to assert that its development was due to a complex of socio-economic and socio-political factors. Among the key prerequisites, it is worth highlighting:

- the abolition of serfdom in 1861, which necessitated the strengthening of agronomic assistance to the population and the creation of a system of professional training, because according to the "Regulations on Peasants Who Have Released from Serfdom", peasants received the right to enter various educational institutions;

- the introduction of zemstvo self-government in 1864 which covered the economic, cultural and educational life of Ukrainian provinces and contributed to the development of local educational initiatives, in particular the opening of agricultural schools;

- educational activities of agricultural societies, public organizations and individual individuals who popularized agricultural knowledge among the population and contributed to the creation of a network of agricultural educational institutions;

- intensive development of agriculture and industry which led to the need for specialists of various levels of training and contributed to the formation of a system of professional agricultural education, enshrined in the normative "Regulations on Agricultural Education" of May 26, 1904.

At the beginning of the twentieth century agricultural education in Ukrainian lands required a thorough review. In particular, the issue of updating the content of curricula of professional disciplines in agricultural educational institutions became relevant. For a long time the educational process was carried out on the basis of the "Teaching Programs in Agricultural Schools" approved in 1880 which over time began to lag behind the real needs of agricultural production. Such a gap between theoretical provisions and practical needs of the economy necessitated the modernization of the content of education and improvement of the structure of agricultural education.

During this period a certain hierarchy of agricultural educational institutions was formed which included lower agricultural schools, secondary agricultural schools and secondary agricultural colleges. An important step in reforming the educational system was the “Regulations on Agricultural Education” of 1904 which defined a new classification of lower agricultural educational institutions: lower agricultural schools, lower agricultural schools and practical schools. Along with this a significant role in the dissemination of agricultural knowledge was played by zemstvos and agricultural societies which

organized short-term courses for peasants, conducted lectures, discussions, readings and educational excursions on agricultural topics [11, p. 230].

In a broader historical and philosophical context, these processes indicate the formation of a tradition of continuity of educational policy, when the needs of economic development, social transformations and state institutional decisions interacted in creating a system of professional training. It is this historical continuity of educational practices that is an important basis for the modern modernization of Ukrainian education.

Under current conditions of Ukraine's European integration progress the historical experience of the development of agricultural education acquires new significance. It demonstrates that effective educational policy has always been formed in the

interaction of state reforms, public initiatives and practical needs of economic development. Today this experience is becoming an important reference point for national pedagogy which is faced with new philosophical challenges of integration into the European educational space, the need to combine national educational traditions with modern European standards and principles of academic mobility, innovation and openness.

Thus, the historical development of agricultural education in Ukraine demonstrates that the continuity of educational policy is an important factor in the formation of Ukrainian statehood as well as a methodological basis for further reforming the national educational system in the context of European integration.

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Федорова І.В., Чебан О.М., Романенко Т.І. ІСТОРИЧНА БЕЗПЕРЕРВНІСТЬ ОСВІТНЬОЇ ПОЛІТИКИ ЯК ОСНОВА УКРАЇНСЬКОЇ ДЕРЖАВНОСТІ ТА СУЧАСНИЙ ФІЛОСОФСЬКИЙ ВИКЛИК НАЦІОНАЛЬНІЙ ПЕДАГОГІЦІ В УМОВАХ ЄВРОІНТЕГРАЦІЇ

У статті здійснено історико-педагогічний аналіз становлення та розвитку системи нижчої сільськогосподарської освіти на Півдні України у другій половині XIX – на початку XX століття у контексті історичної безперервності освітньої політики та її значення для формування української державності. Актуальність дослідження зумовлена необхідністю осмислення історичного досвіду розвитку аграрної освіти як важливого складника національної освітньої традиції та як підґрунтя для сучасних реформ в умовах євроінтеграційного поступу України. У сучасному освітньому дискурсі питання спадковості освітніх практик набуває особливого значення, оскільки формування ефективної освітньої політики неможливе без урахування історичного досвіду інституційного розвитку освіти та педагогічної думки.

Дослідження розкриває суперечливий характер формування мережі нижчих сільськогосподарських навчальних закладів у межах освітньої політики Російської імперії. Показано, що активне інституційне розширення аграрної освіти поєднувалося з її підпорядкованістю економічним інтересам великого землеволодіння та імперської адміністрації. Водночас створення нижчих сільськогосподарських шкіл сприяло поширенню практичних агрономічних знань серед населення, формуванню професійної культури землеробства та поступовому становленню системи фахової підготовки для аграрного сектору. У статті проаналізовано типологію навчальних закладів, їхню структуру та особливості освітнього процесу, зокрема діяльність нижчих сільськогосподарських шкіл I та II розрядів, спеціалізованих училищ і короткострокових курсів, що організовувалися земствами та сільськогосподарськими товариствами.

Окрему увагу приділено розвитку педагогічної методики викладання аграрних дисциплін на початку XX століття. Висвітлено внесок педагогів і науковців у формування принципу поєднання теоретичної підготовки з практичною діяльністю, модернізацію навчальних програм і запровадження нових методичних підходів до професійної підготовки майбутніх фахівців. Доведено, що ці процеси сприяли формуванню основ аграрної педагогіки як важливого напрямку професійної освіти.

Підкреслено, що історичний досвід розвитку аграрної освіти демонструє безперервність освітньої політики як важливого чинника суспільного розвитку та державотворення. Осмислення цих процесів у сучасних умовах набуває нового філософсько-педагогічного значення, оскільки євроінтеграційний курс України ставить перед національною педагогікою завдання поєднання власної освітньої традиції з європейськими цінностями гуманізму, академічної свободи та інноваційності. У цьому контексті історичний досвід організації аграрної освіти може слугувати важливим джерелом для формування сучасної освітньої парадигми, орієнтованої на розвиток компетентностей, професійну мобільність і відповідальне громадянство. Європейська освітня парадигма, що ґрунтується на принципах гуманістичної педагогіки, людиноцентризму та міждисциплінарності, передбачає розвиток критичного мислення, академічної мобільності та відкритості до інновацій. У цьому вимірі історико-педагогічні дослідження сприяють глибшому розумінню трансформацій освітньої політики та формуванню національної моделі освіти, здатної органічно інтегруватися у спільний європейський освітній простір.

Ключові слова: аграрна освіта, нижчі сільськогосподарські школи, історія освіти України, освітня політика, історична безперервність, українська державність, євроінтеграція, педагогічна методика.

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