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UKRAINIZATION OF EDUCATIONAL SPACE OF THE 1920s: NATIONAL CONTEXT AND HISTORIOGRAPHICAL NAVIGATION

The article deals with an analysis of educational aspects of the Ukrainian national context of Ukrainization of the 1920s from the perspective of studying the historiography of the issue. The author focuses on historiographical sources and scientific statements of historical, historico-pedagogical and cultural studies of the prerequisites, content, features and civilizational dimension of the educational aspect of Ukrainization as a broad policy in relation to the institutionalization and development of education, Ukrainian by nature and content. The article draws attention to coverage by historians of reforming problems of school education of that time, their analysis of ways for providing schools with required Ukrainian literature. It is pointed out that historians put an emphasis on the fact that despite its ideological foundations (efforts to implant Bolshevik power) the results of Ukrainization were related to building up the nation and state. It is stated that the current historiographical process looking into the educational dimension of Ukrainization is represented by a wide spectrum of scientific works which range of subject interests allows to highlight Ukrainization of educational space of that time as a holistic and system process which content was underpinned by objective conditions and was well thought-out and logical. The article outlines some prospects of examining the educational dimension of Ukrainization and draws attention to the value of its implementation experience in the context of the development of the modern education system of Ukraine.

Key words: *Ukrainization; indigenization; historiography; education; schools; Ukrainian language; building up of state; building up of nation.*

Introduction

Examination of education as a strategic condition for the security of nation and state is one of the concepts of its present-day educational-philosophical understanding. The goals and content of the educational process govern the development content and nature of national, state and civil identities. Today the issue of protection, preservation and development of national, in particular linguistic, identities gains in relevance, which makes for a keener interest of both state and society as well as scientists in comprehension and interpretation of historical experience of implementing a broad movement for Ukrainization of national, political and socio-cultural space. Moreover, the current development stage of Ukraine and its focus on European experience which essential feature is highlighting of a national component in all spheres of life, contribute to a variety of transformations in different sectors of social activity. It is education that is designed to yield such results which would meet development goals of both individuals and society as a whole. In addition, education is a powerful factor of social development and the foundation of culture of society, the basis for building up its values and meanings. Education has a direct impact on the formation of worldview, internal culture and language priorities of the entire nation, especially the younger generation which, in turn, determines development directions of the country as a whole. Historical experience of Ukrainization of school education in the 1920s is therefore of great theoretical and cognitive as well as practical and

state building-up importance for development of both modern educational practice and educational-philosophical understanding of the Ukrainian context of educational space.

Ukrainization of education in the 1920s was a subject of historiographical research of many scientists. Among the works covering some aspects of Ukrainization of the early 20th century, worthy of mention are monographs and research of such scientists as V. Danylenko (1992), S. Kulchytsky (2005), Ya. Dashkevych (1990), O. Voinalovych (1992), I. Klitsakov (1997), Yu. Shapoval (1994) et al. In addition, there is a separate cohort of scientists who examined peculiarities of Ukrainization of the educational sphere in the context of school education: L. Berezivska (2008), V. Borysov (1999), I. Nikolina (2008), T. Antonyuk (2005), M. Kuzmenko (2004), O. Sukhomlynska (2002) et al. The studies of V. Lozytsky (1989), O. Ryabchenko (1998), S. Siropolko (2001) show the content of the Ukrainization process in the light of socio-cultural changes of society as well as in the context of specific aspects of the formation of Ukrainian national education. The ways of Ukrainization of Ukrainian school, trends, patterns and historical importance of that process were a subject of interest of such scientists as A. Borovyk (2008), T. Kulish (2010), I. Telehuz (2012), M. Mazurenok (2013), O. Lavrut (2011) and O. Kuts (2006). Some aspects of Ukrainization and its regional dimension are presented in works of such scientists as A. Korzh (2004), I. Dzyuba (2004), L. Nahorna (2005), A. Pohribnyy (2003) et al. However, despite the fact that

there is a significant array of scientific, popular science and local history works dedicated to Ukrainization of education in the 1920s, many of its aspects are still underresearched. What is specifically meant here is the historiographical aspect of the issue and comprehension of the subject matter of available scientific works dealing with a single subject of research - Ukrainization of Ukrainian education in the 1920s.

According to the author, the purpose of this article is to examine some aspects of the national context of Ukrainization of education in the 1920s, analyze thematic historiographical sources and generalize historians' experience in studying Ukrainization of national education of Ukraine as a part of the Bolshevik indigenization policy.

Methods

Supporting the opinion of the contemporary theorist of historiographical knowledge Ya. Kalakura that historiographical research holds a prominent place in the structure of historical science as a special form of historical memory and its model is being updated with theorization of historical knowledge (Kalakura, 2016: 19), we consider it necessary to refer to works of some historians and researchers of Ukrainian education, who have made a significant contribution to studying the specificity of Ukrainization of educational space, and analyze the key aspects of Ukrainization of education on their basis. Considering the fact that historiography sorts the gained experience in its own way, identifies all its positive aspects accumulated at a particular development stage and deserves critical assimilation, creative use and multiplication as well as does not evade negative aspects, which has to become a lesson and a warning for avoiding mistakes in the future (Kalakura, 2016: 20), we will rely on methods of historical and logical cognition, principles of scientific periodization, historiographical dialogue and a critical historiographical analysis during the processing of the material and summarization of scientific statements.

Research results and their discussion

Analyzing the content of Ukrainization of education in the 1920s, its features and patterns, it is worth paying attention to objective causes of and prerequisites for pursuing that policy, which V. Danylenko (Danylenko, 1992; 2003) proposed to look into. The scientist pointed out that the February bourgeois-democratic revolution had contributed to the creation of a number of independent states in the territory of the former Empire and accelerated the process of national and cultural revival (Danylenko, 1992: 80). In his opinion, the October socialist revolution which proclaimed equality and sovereignty of nations and their right to self-determination had to become a new impetus for national revival. In spite of the above, the underestimation of the national issue by Bolsheviks during the civil war, their hope for an imminent victory of the proletariat across the globe and revolutionary euphoria resulted in significant complications. The situation was also aggravated by the fact that Ukrainian cities were predominantly Russified under the pressure of the policy of social and national oppression whereas rural areas continued preserving their national traditions, culture and language. The above created formidable difficulties in the formation of an adequate national and national-cultural policy of the Communist Party which was mainly supported by urban population. Although Ukraine had a significant stratum of the working class, the Republic still remained 85% peasant. It was therefore useless to count on success in economic construction

without winning great masses of rural population and national intelligentsia round (Danylenko, 1992: 80). A benchmark and impetus for a national and cultural revival which was called "Ukrainization" in history, was Lenin's resolution adopted on November 29, 1919 by the Plenum of the Central Committee and then approved by the VIIIth All-Russian Party Conference.

In modern understanding of Ukrainization scientists pay special attention to its essence, causes and prerequisites. Thus, describing a number of objective causes of Ukrainization in the 1920s, the authors of the collective study "Ukrainization" of the 1920-1930s: Background, Achievements and Lessons" (2003), point out the difficulties that were associated with political motivations of the revival of Ukrainian language and culture in 1920-1922. They suggested the following causes of the above: firstly, the complexity of the military-political and economic situation both in the Republic and throughout the country; secondly, the unpreparedness of numerous Communists for pursuing a radically new course in national policy (indigenization), a favorable attitude of many to the idea of centralism and the vitality of the great-power tradition (Danylenko et al., 2003). For those and other reasons, during the period under review the Party and the country had heated discussions about further ways of building-up nation and state, developing international relations as well as national languages and cultures.

Historiographical facts show that the above problems were widely discussed at the November (1920) Plenum of the Central Committee of the CP(b)U (Communist Party of Bolsheviks of Ukraine), the 1st All-Ukrainian Meeting of the CP(b)U (1921), the February and October Plenums of the Central Committee of the CP(b)U (1922). The February Plenum, in particular, once again confirmed the need for public servants to know the Ukrainian language whereas the October one summarized and supplemented the resolution of the February Plenum, adopting it as a Nationalities Issue Directive (Danylenko, 1992: 80-81). V. Danylenko emphasized the importance of the latter since it was that document which indicated the inadmissibility of departing from the previous Party line in respect of the development of Ukrainian national culture. In addition, it outlined some actions for the development of Ukrainian language, culture, schools and publishing. There was also a provision entered regarding the necessity of introducing compulsory study of Ukrainian in Russian-language schools and Russian in Ukrainian-language schools (Danylenko, 1992: 81).

Historians consider the resolution "On Use of the Ukrainian Language on a Par with the Russian Language in All Institutions" of the VUTsVK (All-Ukrainian Central Executive Committee), approved in February 1920, as a benchmark of Ukrainization. It resolved to use Ukrainian on equal terms with Russian in the whole territory of Ukraine, in all civil and military institutions, which meant that the Russian language had no advantages. The following facts indicate that seven months after the VUTsVK resolution, on 21 September 1920, the Council of People's Commissars of Ukraine adopted a decree on the introduction of the Ukrainian language in schools and government institutions. According to its statements, the People's Commissar of the Republic was to develop a plan for bringing the concept of Ukrainization of education into effect, specifically, to publish a sufficient number of required textbooks. Concurrently, government officials were to learn the Ukrainian language in evening schools, the heads of institutions ensuring the recruitment of those employees

who knew the language and could meet relevant requirements of the population.

Historiographical discourse shows that the adoption of such decisions was facilitated by the fact that a significant part of Communist leaders of Ukraine still defended the idea of the need for a free development of Ukrainian culture and the Ukrainian language. However, there were opponents of that point of view. The notorious theory of "struggle between two cultures" spread across the Republic, its essence coming to setting off "proletarian Russia" against "peasant Ukraine". Based on the above, it was concluded that Ukrainization was unnecessary because Ukrainian rural culture would eventually be defeated by urban Russian culture (*Danylenko, 1992: 82*). In order to strengthen the foundations of the Soviet Federation and bring broad strata of national intelligentsia and peasantry on side of Soviet power, it was therefore necessary to offer to the peoples of Russia, united in a single, essentially unitary state, a kind of "compensation" in the form of "cultural and national autonomy" and expand opportunities for development of their national cultures and languages. It was from such perspective that Soviet authorities considered the issue of inter-ethnic relations. That issue was discussed at the XIIth Congress of the RCP(b) (Russian Communist Party of Bolsheviks). Under its resolution, authorities were to punish violators of national rights and especially the rights of national minorities with all revolutionary severity.

According to many researchers, since its appearance in Soviet history, the indigenization policy was aimed at organization of a network of schools of all levels, cultural institutions, publication of newspapers and magazines as well as setting up book publishing in indigenous languages (*Dzyuba, 2004: 3*). As a result of the measures taken in the following years, there was some progress made in the Ukrainization process. The printed media, records management, cultural and educational work, general education and special schools as well as higher educational institutions were actively Ukrainized. In the 1920s there significantly evolved Ukrainian poetry and prose, a number of works on linguistics and history of Ukraine published. At the same time, culture of smaller peoples of Ukraine was also developing. During those years famous scientists and writers returned to Ukraine from emigration (*Danylenko, 1992: 83*).

In historians' opinion, the specificity of Ukrainization in that context was its ever increasing shift from the field of culture to that of ideology. Under the growing ideological pressure there was literary discussion held in Ukraine in 1925-1928. The finishing touch was the Ukrainization shift to the sphere of ideological and political struggle which eventually ended up tragically for many of its participants.

A substantial contribution to exploration of the educational dimension of Ukrainization, specifically its historiographical aspects, was made by the contemporary researcher L. Berezivska. Her interest area included the reforming of school education in Ukraine of the 20th century. Based on historians' criteria of fields for analyzing the Ukrainization policy, the researcher developed her own periodization of history of examining that process, singling out six provisional stages: the first one - 1900-1917; the second - 1917-1920; the third - 1920 - the early 1930s; the fourth - the 1930s - the middle 1950s; the fifth - the second half of the 1950s - the 1980s and the sixth - 1990 - to date (*Berezivska, 2008: 15*). Of special interest within our research is an analysis of the first three stages of the formation and development of the Ukrainization mainstream.

According to Berezivska's conclusions, the first historiographical stage (1900-1917) is associated with endeavors of contemporaries of the reforms to not only comprehend the latter but also and primarily inform general public about their causes, specificity of their progress and consequences (*Berezivska, 2008: 15*). In particular, the Russian teacher and historian of education S. Rozhdestvenskii described the progress and directions of the school reform of 1899-1901; the historian S. Stepanov analyzed draft reforms of secondary education of the early 20th century; Ye. Zviagintsev examined ministerial projects for folk schools; V. Charnoluskyi, M. Demkov, P. Kapterev and P. Blonskyi indicated theoretical foundations of the educational reforming. Further, the national development context of the educational environment interested S. Rusova and Ya. Chapiga; S. Cherkasenko and O. Lototskyi examined the specificity of the social movement for Ukrainian school in the context of government legislation; a draft school reform was a subject of scientific interest of P. Ignatiev and V. Naumenko; consequences of "Bogolepov's Reform" were set forth in the *Vestnik Vospitaniia* (Educational Bulletin) Journal (*Berezivska, 2008: 16*). We can agree with the opinion of L. Berezivska who believes that the then pedagogical literature and periodical press covered the school educational status, the government educational policy, the reforming process of the educational sector, ministerial and alternative to government projects for the development of education, which played a significant role in the formation of pedagogical worldview of teachers.

In the estimation of L. Berezivska, the second historiographical stage (1917-1920) was related to accumulation of various knowledge regarding the UPDR (the Ukrainian People's Democratic Republic) period. Thus, according to the systematization of the researcher, the educational policy of the autocratic government, the causes, course and results of the reform of 1917-1920 were described by such participants of the latter as O. Muzychenko, G. Ivanytsia, K. Lebedintsev and others (*Berezivska, 2008: 16*). There were however very few works covering the effective reform. Despite the above, scientific papers of both the first and the second historiographical stages are still important owing to their meaning content. Conclusions and scientific statements of some individual works are valuable through their descriptive and informative nature as to different changes in school education. In this respect, it is important to mention scholarly works of such researchers and public figures as G. Ivanytsia, O. Lototskyi, O. Muzychenko, V. Naumenko, S. Rusova, Ya. Chepiga and others, which have laid a stable foundation for the formation of the Ukrainian historical and pedagogical historiography and continue to be valuable sources today for studying the reforming processes in Ukraine in the early 20th century (*Berezivska, 2008: 16*).

The third historiographical stage identified by L. Berezivska covers a period between 1920 and the early 1930s. Researchers, namely G. Grynko, Ya. Riappo, M. Avdienko and M. Skrypnyk, focused on the school education reforming in the UkSSR (Ukrainian Soviet Socialist Republic) in the 1920s. Relatively freely, considering ideological realities of the time, all the scholars covered the progress of the reform, particularly brought up the issue of a social effect of the government policy of Ukrainization, proved the effectiveness of the Ukrainian education system, showed its difference from the Russian one and discussed the content of the main educational documents (*Berezivska, 2008: 17*). It is worth pointing out that educational activities of the previous governments were presented in those

studies in critical and negative dimensions or were not mentioned at all. Likewise important is L. Berezivska's generalization that with Soviet power established and consolidated in Ukraine, there was gaining ground a stereotype of a decisive role of the Bolshevik Party in the development of education while pedagogical thought regarding the school reforming was increasingly acquiring ideological overtones (*Berezivska, 2008: 17*).

Continuing the historiographical review, it should be noted that some historians focused on the significance of general education school as an important factor in strengthening national consciousness of the Ukrainian population (*Lavrut, 2011: 109*). Taking into account the realities of political and socio-cultural life of that time, T. Antonyuk emphasizes that the right to get general education as well as the right to a free choice of educational institutions by students and their parents were violated. In the end, the development of educational institutions was confined to a strict social framework (*Antonyuk, 2005: 17*).

A significant contribution to the enrichment of historiographical research into issues of Ukrainization and its impact on general education schools was made by I. Nikolina. The scientist studied the growth dynamics of Ukrainian-language general education schools, identified the main fields of activity of the UkSSR NGOs and came to the conclusion on positive results of that process. I. Nikolina found a strong connection between the regional factor and the formation of national education. In her opinion, Ukrainization of schools in the Donbass took longer than in other provinces where the task on Ukrainization of school was performed within the fixed 2-year term. In addition, the scientist analyzed the causes that slowed down Ukrainization of school education: shortage of highly qualified personnel who spoke the Ukrainian language; lack of required literature in educational institutions; strict control of party and decision-making bodies over the learning and teaching process, which in the early 1930s led to artificial discredit to those teachers who supported the Ukrainization policy. According to I. Nikolina, the development of national school education was important because it contributed to the growth of literacy and culture of representatives of different nationalities who lived in the territory of the UkSSR (*Nicolina, 2008: 16*).

Further, many researchers dealt with school polytechnization in their works. According to historiographical sources, in the course of the polytechnization process students were acquainted with the basics of industrial and agricultural production as well as acquired skills of handling the simplest tools (*Lavrut, 2011; Nicolina, 2008*). A well-known fact in historiography is that the main principles of vocational labor education were formed in 1921-1930. Thus N. Ivantsova identified some types of institutions that belonged to the system of vocational in-service education, described their tasks in the context of vocational labor training and stated their compliance with the then political and economic situation in the UkSSR (*Ivantsova, 2008: 2-3*).

Historians were also focused on the role, characteristics and specific features of various social and professional groups, in particular intellectuals and young people, in a broad Ukrainization context (*Lavrut, 2011*). A special place in the narrative of such studies was taken by research of a status and specifics of the existence of intelligentsia. Those topics were extensively covered by G. Alekseieva, D. Bachynskyi, G. Kasianov, V., Masnenko, I. Nevinchana, F. Sokolova, M. Shypovych and others. The researchers pointed out that the term "intelligentsia" had been borrowed

from Soviet historiography where it was divided into a number of groups: scientific-pedagogical, intellectual and creative, each group having its own original and unique features. Moreover, scientists asserted that intelligentsia had been a special socio-cultural group of society and for a long time had been in the status of an object rather than a subject of socio-political relations (*Lavrut, 2011: 113*).

Analyzing historiographical dialogues on the educational content of Ukrainization, O. Lavrut points out that a significant contribution to exploration of the subject matter was made by O. Osmolovska. The scientist ascertained an influence of results of the higher education reform in the early 1920s on the situation with highly qualified pedagogical personnel as well as identified quantitative and qualitative changes felt by professional and teaching staff in the formation process of Soviet society. Concurrently, researchers emphasize that the attitude of the totalitarian state to intelligentsia was controversial: on the one hand - attention, improvement of quality and training forms of new personnel, some improvement of living conditions, wage growth, strengthening of the material and technical base of higher educational institutions etc.; on the other hand - ideological control, restraint of freedom of creativity and political terror, which resulted in physical destruction of the best representatives of scientific elite (*Lavrut, 2011: 113*).

Some works of many scientists, exploring the peculiarities of Ukrainization, dealt with functioning problems of the Ukrainian language during the above period. It is worth mentioning scientific works by S. Savoyska, I. Ohiyenko, G. Pivtorak, A. Korzh and others who analyzed and described the anti-Ukrainian language and educational policy which was introduced by the dominant imperial political regimes for a long time (*Savoyska, 2007; Ohiyenko, 2004; Pivtorak, 2004; Korzh, 2004*). L. Nagorna (2005) looked into problems of the language policy and the dynamics of that process. Scientists not only covered the revival processes of the Ukrainian language and historical memory but also paid attention to reforming problems of higher education in Ukraine. The vast majority of researchers pointed out that there had been languages of representatives of different ethnic groups used to develop almost the entire system of education, build up and improve their "own" cultural infrastructure as well as their "own" cultural and intellectual space in the regions. In that way the prestige of non-Russian languages and cultures was enhanced (*Kuras, 2004; Lavrut, 2011; Ohiyenko, 2004*).

Present-day historical discourse on problems of the educational and pedagogical context of Ukrainization is represented by thematization of such issues as causes, problems and ways of school Ukrainization in the 1920s, the socio-cultural and civilizational dimension of Ukrainization as well as its regional and everyday dimensions. Thus the contemporary researcher T. Kulish points out that implementation of the Ukrainization policy had a positive impact on the development of a network of general education institutions and primarily Ukrainian-language schools. In addition, schools of Ukraine started organizing classes with different languages of instruction: Ukrainian, Ukrainian-Russian, Russian and others. An important component of Ukrainization of the educational field was the development of and provision of the educational process with textbooks and teaching aids published in the Ukrainian language, which total circulation was constantly growing during the period under review (*Kulish, 2010: 4*). Another scientist A. Borovyk devoted his monograph to examination of the Ukrainization process of general

education schools during the Ukrainian revolution of 1917-1920, where he paid special attention to activities of politicians, aimed at the implementation of Ukrainization, reforming of teacher training as well as providing schools with textbooks and other means (Borovyk, 2008).

Common features of Ukrainization of education in the context of the national regeneration of Ukraine were also analyzed by such contemporary scientists as Y. Hrytsak, T. Matseykiv, T. Anpilohova (Hrytsak, 1996; Matseykiv, 2012; Anpilohova, 2008). Specificity of Ukrainization, the dynamics of its course and an impact on spiritual life of the Ukrainians are covered by S. Plakhotnyuk, M. Mazurenok, O. Kutz (Plakhotnyuk, 2001; Mazurenok, 2013; Kutz, 2000). A separate niche is occupied by scientific works addressing the Ukrainization process in certain regions. Specifically, A. Ratsilevych studied the cultural and educational movement in Volhynia in 1917, and the Ukrainization policy in education of Podolia in 1920s was explored by A. Surovyy (Ratsilevych, 2004; Surovyy, 2013). A separate topic related to Ukrainization of school education is development of school textbooks in Soviet Ukraine in 1921-1934 (research by I. Telehuz, 2015).

Conclusions

The historiographical review of the exploration status of Ukrainization of education in the 1920s affords ground for asserting that that process was a significant success and played a civilizational role in the development of linguistic identity and Ukrainian mentality in Ukraine of the time. In their studies historians draw attention to the fact that introduction of the Ukrainian language in the educational process, an increase in the number of students in educational institutions and publication of Ukrainian-language textbooks, teaching aids etc. became an important component of Ukrainization of education. Scientists share the opinion that despite its short duration and some shortcomings, Ukrainization had an exceptionally positive impact on the development of the national education system and the improvement of new cadre of Ukrainian intelligentsia. Moreover, according to historians, the phenomenon of Ukrainization left a deep mark in Ukrainian society, secured those state building up strides which had been started yet in the 19th century, proved the viability and infinite capabilities of the Ukrainian people, its language and culture. Further still, the idea that Ukrainization of education contributed to an uplift of spiritual life of the Ukrainians and their awareness of national identity sounds as historiographical polylogue. In spite of a large array of studies available, dealing with the cultural development history of Ukrainian Soviet society in the 1920s-1930s, this issue still remains underexplored and therefore requires new searches and new views of present-day researchers. As to research prospects, we should primarily mention exploration of Ukrainization of education in the context of the socio-cultural and synergetic methodology, description of an everyday progress of Ukrainization and its so called 'verbal historic' studies.

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УКРАЇНІЗАЦІЯ ОСВІТНЬОГО ПРОСТОРУ 20-х років ХХ століття: НАЦІОНАЛЬНИЙ КОНТЕКСТ ТА ІСТОРІОГРАФІЧНА НАВІГАЦІЯ

Сучасне освітнє обличчя України, розвиток національних, мовних і громадянських ідентичностей українців багато в чому визначається історичними умовами та історичним поступом. Визнання державного статусу української мови та її легітимація в суспільстві як мови титульної нації значною мірою обумовлено історичною політикою у мовній сфері. Українська історія знає як позитивні, так і негативні приклади, які або звеличували українську, або ж шовіністично заперечували. Політика українізації 20-х років ХХ століття значно послужила виявленню української мови, яка тривалий час функціонувала як імпліцитний, прихований, заперечений панівними режимами складник українства. У такій проблематизації аргументовано актуальність запропонованої студії. Статтю присвячено аналізу освітніх аспектів українського національного контексту українізації 20-х років ХХ століття під кутом зору вивчення історіографії проблеми. У центрі уваги автора - історіографічні джерела, наукові положення історичних, історико-педагогічних та культурознавчих досліджень щодо передумов, змісту, особливостей та цивілізаційного виміру освітнього напрямку українізації як широкої політики щодо інституціонування та розвитку української за характером і змістом освіти. У статті звернено увагу на висвітлення істориками проблем тогочасного реформування шкільної освіти, на їхній аналіз шляхів забезпечення шкіл необхідною українською літературою. Підкреслено, що історики наголошують на тому, що попри ідеологічні основи українізації (прагнення укорінити більшовицьку владу), її результати лежали у націє- та державотворчій площині. Констатовано, що сучасний історіографічний процес з теми освітнього виміру українізації представлений широким спектром наукових праць, діапазон предметних зацікавлень яких дає змогу висвітлити українізацію тогочасного освітнього простору як цілісний та системний процес, зміст якого був підготовлений об'єктивними умовами, добре продуманим та логічним. Окреслено перспективи вивчення освітнього виміру українізації, звернено увагу на цінність досвіду її реалізації у контексті розбудови сучасної освітньої системи України.

Ключові слова: українізація; коренізація; історіографія; освіта; школи; українська мова; державотворення; націєтворення.

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