

## НАЦІОНАЛЬНО-ГРОМАДЯНСЬКЕ ВИХОВАННЯ У ДЕРЖАВОТВОРЧІЙ ПОЛІТИЦІ ЦЕНТРАЛЬНОЇ РАДИ

### О. Медвідь

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**Ключові слова:** громадянське виховання, система освіти, УНР, шкільне самоврядування, позашкільна освіта, трудові школи.

У статті проаналізовано ідеологічні засади громадянського виховання в УНР, реформування системи освіти та створення умов для громадянського виховання. Показано практичну реалізацію громадянського виховання через шкільне самоврядування та демократизацію навчального процесу. Громадянське виховання в освітній політиці УНР 1917–1918 рр. було важливою складовою державотворчого процесу. Через реформування структури школи, запровадження самоврядування, активізацію позашкільної освіти й розвиток педагогічної думки уряд УНР намагався виховати нову генерацію громадян – моральних, відповідальних і патріотичних, здатних усвідомлено брати участь в розбудові демократичної та незалежної України. У практичній площині це означало створення нових типів шкіл, розроблення навчальних програм, запровадження принципів самоврядування, демократизацію управління освітою, підтримку позашкільних ініціатив та культурно-просвітницьких організацій. Освітня політика УНР заклала підвалини національно-демократичної моделі освіти, в основі якої лежала єдність інтелектуального, морального та громадянського розвитку. Практична реалізація громадянського виховання в освітній політиці УНР 1917–1920 рр. стала першою спробою створити національну систему освіти, засновану на демократичних, гуманістичних і національних принципах. Попри короткий період існування держави, ці ідеї мали довготривалий вплив на українську педагогіку і залишаються актуальними у сучасному дискурсі громадянської освіти. Концепція виховання громадянина – морально вільної, соціально активної особистості – згодом стала основою для українських педагогічних програм доби відновлення державності у 1990-х рр. та в сьогоденні.

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## NATIONAL AND CIVIC EDUCATION IN THE STATE-BUILDING POLICY OF THE CENTRAL RADA

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**Keywords:** civic education, education system, Ukrainian People's Republic (UPR), school self-government, extracurricular education, labor schools.

The article analyzes the ideological foundations of civic education in the Ukrainian People's Republic (UPR), the reform of the education system, and the creation of conditions for civic education. The practical implementation of civic education through school self-government and the democratization of the educational process is demonstrated. Civic education in the educational policy of the UPR in 1917–1918 was an important component of the state-building process. Through reforming the structure of schools, introducing self-government, activating extracurricular education, and developing pedagogical thought, the UPR government sought to educate a new generation of citizens – moral, responsible, and patriotic – capable of consciously participating in the development of a democratic and independent Ukraine.

In practical terms, this involved the creation of new types of schools, the development of curricula, the introduction of principles of self-government, the democratization of educational administration, and support for extracurricular initiatives as well as cultural and educational organizations. The educational policy of the UPR laid the foundations of a national-democratic model of education based on the unity of intellectual, moral, and civic development. The practical implementation of civic education in the educational policy of the UPR in 1917–1920 became the first attempt to establish a national education system grounded in democratic, humanistic, and national principles. Despite the short period of the state's existence, these ideas had a long-term influence on Ukrainian pedagogy and remain relevant in the contemporary discourse on civic education. The concept of educating a citizen as a morally free and socially active individual later became the basis for Ukrainian pedagogical programs during the restoration of statehood in the 1990s and continues to be relevant today.

**Problem statement.** The period of the Ukrainian Revolution of 1917–1920 became a decisive stage in the formation of a national education system and the rethinking of its social purpose. At the center of the educational transformations of this time was the idea of educating a conscious citizen capable of realizing personal responsibility for the fate of the state and actively participating in political and public life. The educational policy of the Ukrainian People's Republic was shaped as an integral part of a broader state-building project and combined democratic, humanistic, and national-cultural principles. Education was viewed not only as a means of transmitting knowledge, but also as an important mechanism for forming civic consciousness, legal culture, and national identity. In practical terms, this was reflected in the creation of new types of educational institutions, the Ukrainization of schooling, the revision of curricula and textbooks, the introduction of principles of school self-government, and the democratization of the education management system. A significant place in educational policy was also given to support for extracurricular education, the activities of cultural and educational societies, and civic initiatives that facilitated the involvement of broad segments of the population in educational and civic processes.

At the same time, the implementation of educational reforms took place under conditions of political instability, military conflict, and socio-economic crisis, which led to a contradiction between the declared democratic principles and the possibilities of their practical realization. For this reason, an analysis of the educational policy of the Ukrainian governments of 1917–1920 in the context of the ideas of democracy and citizenship is relevant for understanding both the historical experience of state-building and the

origins of contemporary concepts of civic education in Ukraine.

**Analysis of scholarly research and publications.** In contemporary Ukrainian historiography, the issue of educational policy pursued by Ukrainian governments during the period of the Ukrainian Revolution is examined as a component of the processes of state-building, democratization, and the formation of a modern national community. A significant contribution to the study of the democratic foundations of school governance was made by L. Berezivska<sup>1</sup>. In a series of publications, the scholar analyzes the reform of the education management system in 1917–1918, in particular the expansion of the powers of local authorities, teachers' unions, and public institutions. Concepts of civic education formulated during the period of the Central Rada, viewed as an attempt to integrate democratic freedoms, legal culture, and national consciousness into a unified educational model, are examined by T. Vysotska<sup>2</sup>, V. Kupriichuk, I. Novitska<sup>3</sup>, K. Makarenko<sup>4</sup>,

<sup>1</sup> Березівська, Л. Д. Реформування шкільної освіти в добу української революції (1917–1921): історіографія та джерела дослідження. *Історико-педагогічний альманах*. 2018. 1 (26). С. 34–42. URL: <http://ipa.udpu.edu.ua/article/view/135954/0>

<sup>2</sup> Висоцька Т. Освіта в Україні періоду революції 1917–1921 років: незавершена спроба реформування. *Наукові записки Тернопільського національного педагогічного університету імені Володимира Гнатюка. Серія: педагогіка*. 2021. Вип. № 1. С. 168–178. DOI: 10.25128/2415-3605.21.1.21.

<sup>3</sup> Купрійчук В. М., Новіцька І. В. 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. *Економіка. Управління. Інновації*. 2024. № 35. С. 223–236. URI: <https://eprints.zu.edu.ua/id/eprint/41984> DOI 10.35433/ISSN2410-3748-2024-2(35)-15

<sup>4</sup> Макаренко К. Українізація вищої освіти в період Української Центральної Ради та Гетьманату П. Скоропадсько-

O. Sukhomlynska<sup>5</sup>, I. Zavadzka, O. Palyliulko, I. Hume- niuk<sup>6</sup>. The authors emphasize that the curricula and textbooks of this period contained a clear focus on human rights, republican values, and the citizen's responsibility to the state, which makes it possible to interpret educational policy as an instrument for the formation of civic identity.

The purpose of the article is to carry out a comprehensive analysis of the content and main directions of civic education in the educational policy of the Ukrainian People's Republic, to identify its ideological and conceptual foundations, target orientations, and practical mechanisms of implementation.

Presentation of the main material. The beginning of the 20th century in Ukraine was marked by the intensification of national and cultural revival processes, accompanied by increased public attention to education as an important factor of social and political development. The events of the February Revolution of 1917 created the preconditions for the formation of Ukraine's own state and cultural-educational institutions. Under these circumstances, the Central Rada, and later the government of the Ukrainian People's Republic, viewed education as one of the key instruments in the formation of a new political nation.

A decisive step in the implementation of educational policy was the establishment in June 1917 of the General Secretariat of Education, headed by Ivan Steshenko. This body defined the main directions for reforming the education sector, focusing on the democratization of the school system, the establishment of the Ukrainian language as the language of instruction and upbringing, as well as the training of teaching staff capable of implementing the new ideological and value-oriented goals of education.

In the context of the struggle for national liberation, civic education acquired a pronounced political and social significance. Its task was not only to shape the moral qualities of the individual but also to cultivate readiness for active participation in state-building processes, the development of a democratic culture, and an awareness of citizens' rights and responsibilities. Representatives of Ukrainian

pedagogical thought – Ivan Steshenko, Sofia Rusova, Anton Makarenko, and Borys Hrinchenko – emphasized that schools should develop not only an educated but also a morally mature, nationally conscious, and socially active individual<sup>7</sup>.

The conceptual foundations of civic education in the UPR were based on a combination of the ideas of democracy, national consciousness, and social solidarity, which determined the content and directions of the educational policy of Ukrainian governments during the revolutionary period.

The democratic character of the educational policy of the Ukrainian People's Republic was manifested primarily in the conception of the school as an open social institution, intended to uphold the principles of equality, freedom, and respect for human rights. Education was understood not merely as a system for transmitting knowledge, but as a space for cultivating civic values and social responsibility. In the draft «Law on the Unified School», adopted in 1918, it was emphasized that the main goal of education was «to nurture a free individual capable of serving the people and the state on the basis of the conscious fulfillment of civic duties»<sup>8</sup>.

An important component of civic education was the idea of national consciousness, which involved the assimilation of history, culture, and language as fundamental factors in the formation of civic identity. The Central Rada consistently emphasized that a citizen of Ukraine must be aware of their responsibility to the people and the state, and that the educational process should contribute to the consolidation of society and the strengthening of national unity<sup>9</sup>. Thus, national education was viewed not as a narrowly ethnic concept, but as an integrative civic project.

The principle of social solidarity was implemented through the idea of cultivating «civic responsibility», which found practical expression in school self-government programs, the activities of student and youth organizations, as well as community clubs. The UPR encouraged the creation of such associations as forms of practical learning in democracy, collective activity, and mutual responsibility for the common cause.

го (1917–1918 рр.). *Українознавство*. 2019. № 2 (71). С. 192–201. DOI: 10.30840/2413-7065.2(71).2019.169677.

<sup>5</sup> Сухомлинська О. Ідеї громадянського виховання в українській педагогічній думці ХХ століття. *Педагогіка і психологія*, 2000. № 3. С. 12–23.

<sup>6</sup> Завадська, І. М., Палилюк, О. М., Гуменюк, І. М. Особливості правових аспектів розвитку освіти в Україні в 1917–1918 рр. *Соціальна робота та психологія: освіта і наука*. 2024. № 2. С. 75–80. DOI: <https://doi.org/10.32782/3041-1351/2024-2-14>

<sup>7</sup> Макаренко К. Українізація вищої освіти в період Української Центральної Ради та Гетьманату П. Скоропадського (1917–1918 рр.)... С.193.

<sup>8</sup> Закон про єдину школу. *Збірник законів і розпоряджень Української Народної Республіки*. Київ, 1918.

<sup>9</sup> Розвиток освіти і науки під час Української революції 1917–1921 років. URL: <https://uinr.gov.ua/informaciyni-materialy/vchytelyam/metodychni-rekomendaciyi/rozvytok-osvity-inauky-pid-chas-ukrayinskoji-revoluciyi-1917-1921-rokiv-24>

The implementation of the principles of civic education was carried out through the reform of the education structure and the content of instruction. In 1918, a draft of the Unified Labor School was developed, which incorporated democratic principles of school governance, proclaimed the equality of teachers and students as participants in the educational process, and provided for the development of various forms of student self-government<sup>10</sup>. These approaches corresponded to European pedagogical trends of the early 20th century and demonstrated the Ukrainian governments' aspiration to integrate the national school into the broader European educational space.

Significant attention was paid to the training of teaching staff. Instructors at pedagogical institutes and seminaries emphasized the development of civic qualities in future teachers, who were expected to become carriers of democratic ideas within the school environment. Curricula included subjects aimed at mastering the fundamentals of civic culture, such as «Human Rights», «Civic Duties», and «Foundations of the Social Structure of Ukraine»<sup>11</sup>.

Leading Ukrainian educators of the UPR period – Sofia Rusova, Anton Makarenko, and Hryhoriy Vashchenko – emphasized that civic education could not exist as an isolated academic subject. In their view, it had to permeate the entire educational process – from primary school to university, shaping an integrated system of values and behavioral models. As Sofia Rusova noted in her work «The New School», the primary task of education is to cultivate not only an intellectually prepared individual, but also a conscious citizen capable of acting in the interests of the people and the state<sup>12</sup>.

An important component of the UPR's educational policy was also the promotion of extracurricular education. People's universities, clubs, and educational societies played a significant role in fostering civic culture among the adult population, expanding the boundaries of formal education. Publishing activities were also actively supported: periodicals such as «Nova Shkola», «Svitlo» and «Prosvita» regularly

featured materials devoted to the education of the «free citizen of democratic Ukraine».

One of the most important practical tools of civic education was the introduction of school self-government. Programmatic documents emphasized that the school should educate a free individual through involvement in collective decision-making. Students participated in establishing school rules, elected class leaders, and organized cultural, educational, and charitable activities. In particular, they gave lectures and presentations in towns and villages on the history of Ukraine, the Ukrainian language, and current political events; organized literary evenings, Shevchenko Days, performances by amateur groups; and conducted «mobile schools» for peasants in the summer of 1917, where they were taught literacy and the basics of national culture.

The most active centers of such activities were student communities in Kyiv, Poltava, Katerynoslav, Kharkiv, and Kamianets-Podilskyi. It was within these initiatives that responsibility, civic engagement, and the ability for self-organization and collective action were cultivated – qualities essential for the development of a citizen of a democratic society.

Ukrainian educators of the UPR period sought to organically integrate the educational process with the real-life experiences of students. Various forms of student self-government, youth clubs, theater and choral groups, libraries, and cooperatives were viewed as effective tools for practical education through activity, fostering the internalization of democratic values and social responsibility.

Illustrative in this context were the educational practices of pedagogical schools in Kyiv, Kamianets-Podilskyi, and Poltava, where courses in civic education were introduced and issues such as human rights, social structure, mutual respect, and service to the state were discussed. These initiatives reflected the aspiration to transform the school into a space for the active civic development of the individual.

The educational policy of the UPR was based on the understanding that effective civic education is possible only with the presence of a teacher-citizen, who goes beyond merely transmitting knowledge and serves as a moral and social role model. Consequently, special attention was paid to the training of teaching staff in pedagogical institutes and seminaries. New subjects were introduced into the curricula of these institutions, including «Sociology of Education», «Ethics and Civic Duty», and «Foundations of Democracy»<sup>13</sup>.

<sup>13</sup> Марчук М. Освітня політика в Україні в умовах національно-культурного відродження: етнонаціональні аспекти

<sup>10</sup> Вимоги шкільної справи. Вільний голос. 1918. 17 травня. С. 2.

<sup>11</sup> Марчук М. Освітня політика в Україні в умовах національно-культурного відродження: етнонаціональні аспекти (1917 – кінець 1920-х років). *Етнічна історія народів Європи*. 2022. Вип. № 12. С. 97. [http://nbuv.gov.ua/UJRN/eine\\_2002\\_12\\_26](http://nbuv.gov.ua/UJRN/eine_2002_12_26)

<sup>12</sup> Русова С. Нова школа: збірка статей з проблем української школи. Київ, 1918. <https://diasporiana.org.ua/miscellaneous/17525-rusova-s-nova-shkola-sotsiyalnogo-vihovannya/>

Teacher congresses played an important role in shaping the concept of civic education, and their organization was actively supported by the UPR government. In April 1917, the First All-Ukrainian Teachers' Congress was held in Kyiv, attended by over 600 delegates. The Second All-Ukrainian Teachers' Congress, convened in August 1917 at the initiative of the General Secretariat of Education, continued discussions on key issues of school reform. At these forums, significant attention was given to the cultivation of civic virtues, responsibility, and patriotism. The principle of the Unified Labor School was approved, along with plans for the establishment of a Ukrainian university and pedagogical institutes, the concept of national education, and a program for the Ukrainization of secondary education.

The decisions of the All-Ukrainian congresses were supported by delegates of provincial and district teachers' forums held in 1917–1918 in Kyiv, Poltava, Katerynoslav, Kharkiv, Vinnytsia, Odesa, Kamianets-Podilskyi, and other cities. These meetings addressed practical issues such as providing schools with Ukrainian-language textbooks, training teaching staff, developing a network of people's schools and courses for the illiterate population, and introducing national holidays and traditions into school life.

Leading Ukrainian educators actively participated in the work of the teachers' congresses. In particular, Sofia Rusova repeatedly emphasized in her speeches that the school should become «an organ of civic education, where every child learns not only to know, but also to live as a citizen». At the same time, educators developed methodological materials on civic education. Recommendations on using historical examples, discussions, and role-playing games as tools for developing critical thinking and respect for the rights of others were published in collections such as «Nova Shkola», «Vilna Ukrainska Shkola» and other publications.

Beyond the formal school system, the civic sector played an important role in implementing civic education. The UPR supported the activities of «Prosvita» societies, which organized libraries, people's universities, adult education courses, and lectures on law, history, and economics. The goal of these initiatives was to spread civic knowledge among the population and cultivate a sense of belonging to a shared state. Through cultural and educational work, new models of social behavior were promoted, oriented toward legality, mutual respect, and social responsibility.

In cities, student and youth associations were actively engaged in volunteer work, published period-

icals, and organized rallies and public discussions. In particular, in Kamianets-Podilskyi and Poltava, «youth civic clubs» operated, where sessions were held on topics such as «What Does It Mean to Be a Citizen of the UPR?» and «The School as a Center of State Life», etc. These initiatives promoted democratic values and fostered active young people capable of self-organization and civic participation.

A significant element of civic education was the labor school, which implemented the idea of education through work. Labor was understood not only as an economic necessity but also as a form of service to society. Students were involved in joint agricultural projects, farming tasks, assisting the wounded, and organizing kindergartens and school clubs, which helped cultivate responsibility, discipline, and a sense of collectivism. As Sofia Rusova noted, «by working for the school, the child, or the community, a person learns to recognize themselves as part of the national organism»<sup>14</sup>.

Despite the progressiveness of the initiatives, the implementation of civic education in the UPR encountered a number of objective difficulties. Frequent changes of government, military operations, and a shortage of teaching staff and material resources made the systematic implementation of reforms impossible, and many initiatives remained at the project stage. At the same time, the ideas of civic education formulated during this period had a lasting influence on the subsequent development of Ukrainian pedagogical thought, particularly in the 1920s–1930s in the Western Ukrainian territories and in the emigration community.

**Conclusions.** Civic education occupied a central place in the educational policy of the Ukrainian People's Republic in 1917–1918, playing a key role in the process of national state-building. Education was viewed by the Ukrainian governments as a strategic tool for shaping a new social and political community capable of ensuring the stability and development of a democratic state. Through the reform of the school system, the introduction of various forms of student self-government, the active support of extracurricular and community education, as well as the development of national pedagogical thought, the UPR government sought to cultivate a new generation of citizens – morally mature, socially responsible, and nationally conscious – capable of active participation in public and political life.

The educational policy of the UPR laid the foundations for a national-democratic model of edu-

(1917 – кінець 1920-х років)... С. 97.

<sup>14</sup> Русова С. Нова школа: збірка статей з проблем української школи. Київ, 1918.

cation, centered on the idea of holistic personal development, which integrated intellectual, moral, and civic dimensions. For the first time in Ukrainian history, an attempt was made to design an education system oriented not only toward the acquisition of knowledge but also toward the development of civic competencies, democratic values, and a culture of responsibility.

The practical implementation of civic education principles in the educational policy of the Ukrainian governments of 1917–1920 became the first large-scale experience in creating a national education system based on the principles of democracy, humanism, and national identity. Despite the short lifespan of the UPR and the challenging political conditions, the ideological foundations laid during this period had

a lasting impact on the subsequent development of Ukrainian pedagogy. They remained relevant in the interwar period, influencing pedagogical thought in the Western Ukrainian territories and within the emigration community.

The concept of educating a citizen as a morally autonomous, socially active, and responsible individual, formulated during the Ukrainian Revolution, was reinterpreted during the restoration of Ukrainian statehood in the 1990s and remains an important component of contemporary discourse on civic education. In this context, the experience of the UPR's educational policy emerges not merely as a historical precedent but as a source of ideas and practices significant for shaping the democratic culture of modern Ukrainian society.

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