

THE EDUCATIONAL BEGINNINGS OF THE PEDAGOGICAL ELITE IN THE CONDITIONS OF EMIGRATION CAMPS (20-ies of the XX century)

The epoch of Ukrainian emigration waves at the beginning of the XX century may be seen in three time segments: the first one - timed to the reluctance of Galicians and Bukovinians to enter the yoke of the "red" camp; the second one was associated with the line of the World War I; the third one was due to the revolutionary defeat of the pro-Ukrainian national-democratic forces. Each of the above mentioned waves was characterized by a key root cause that actualized its occurrence on the agenda. In particular, the first one can be called security-threatening, the second one - military-centric, and the third one - politically-centered. Along with the key root cause on the domestic socio-cultural field of the studied period, a noticeable effect had minor causes, which to some extent exacerbated the overall effect of the above trio.

In the context of this particular study, it seems expedient to emphasize the fundamental importance that the education development by the combined efforts of Ukrainian emigrants was actualized to a greater extent by the political-centered root cause. The author's position is based on the analysis of existing historiographical sources of the period, which undoubtedly confirm the truth of the above statement.

In the conditions of military and political instability, the arrangement of the internal emigrant life of Ukrainians took place under the conditions of the camp system. Certainly, this system was rather depressing for the newly arrived Ukrainians, but through the efforts of educational initiatives of the conscious intelligentsia it was possible to somewhat mitigate the "sharply continental" climate of the host party.

Fleeting Ukrainian intelligent circles, whose numbers, according to some statistics, amounted to about 1/3 of the total number of emigrants, began to say so on a clean slate, because none of the countries where our compatriots came was ready to receive such a large number of foreign contingents.

In the most advantageous situation from the existing historical event, the host party turned out to be because its borders were crossed by the "core" of Ukrainian society. Although in this vein there were certain historical nuances. The fact is that

the leadership of those European countries, which felt the acute shortage of highly educated human resources, immediately began to create a favorable microclimate for the newly arrived Ukrainian intelligentsia.

The progressive Ukrainian educators abroad, realizing that a large number of the younger generation found themselves outside their home, immediately went to the forced onset of the fight against illiteracy.

The ideological priority of pedagogical mastery of intelligent Ukrainians in the national memory served as a viable driving force for the establishment of educational affairs in a multicultural surrounding of a foreign language environment. It should be emphasized that some representatives of the teaching staff, who were fortunate enough to go abroad for educational or research purposes, established quite close professional and partly friendly relations with the distinguished professors of the time. This served as a supportive foundation for the development of a solid Ukrainian-centered education in a foreign territory.

The highly respected scientific and pedagogical status of the intelligent Ukrainian professors in educated circles in the world was a significant counter-argument in response to the devastating socio-cultural whirlwinds that blew with military action and Soviet totalitarianism over European territories. It happened historically that Ukraine was the breadbasket of pedagogical innovation and occupied a significant place in the very heart of the educational development of our continent.

The millennial struggle of Ukrainians for the establishment of dreamy educational traditions, which took place for a long period in their native territories in the existing socio-cultural realities, did not bring the desired relief to the current generation of Ukrainians. Avoiding excessive hyperbole in depicting all the multicolourism of the outlined historical interrogations, it should be emphasized that the phenomenon of "emigration" in a practical way never included the beneficence of socio-cultural development, including the educational one. And even deep and sincere social desires to study and teach in their original volume would not be able to restructure the foreign system into a full-fledged national-state cradle.

Considering the outlined problem from a psychological and personal point of view, a significant number of problems emerged, which initially touched the inner

world of those personalities who were sufficiently weak in spirit. Such representatives of the society were met with systemic depression, pessimistic themes of endless thoughts, which in some cases gave rise to suicide. Undoubtedly, people with a stable position of life were also embarrassed by the sad news about depressed compatriots, and therefore the hope to establish an effective system of education in emigration conditions was a viable start not only for proper education, training, development, but also in a certain way a proper psychological support for Ukrainian people who desperately needed it. In this regard, the urgent need to develop education was not an interest of the highly-educated circles in job creation, but a socio-cultural need to save the young generation of Ukrainian immigrants from “self-suffering”.

It is quite important to emphasize another historical fact that Ukrainian educational emigrants did not have an easy task - to establish the work of a national school abroad, which in their home territories was “feverish” from the de-nationalistic policies of the existing empires. For millennia, a sharp decline in the number of schools, mass enslavement, and hard government oppression were the main signs of a pro-imperial "fever" that aimed at displacing the national question and striking out the signs of nationality in the pro-Ukrainian educational canvass. The sources of the database indicate that the pro-Russian part of Ukraine was slightly more affected by imperial ferocity than the Western regions by the policies of Poland and Austria-Hungary.