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The Influence Of Public And Pedagogical Movement On The Development Of The Ukrainian School (In The Late XIX Century –1917)

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Today, in the conditions of the development of independent Ukraine in the context of external threats and internal socio-political, socio-economic and cultural changes, the reference to the history of public organizations' activities on the Ukrainian lands that were part of the Russian Empire in the late XIX – early XX centuries is becoming relevant – during the period of autocratic denationalization and Russification policies and the absence of the Ukrainian school.

At this time, under the influence of the reform processes in Western Europe and the United States, a new powerful wave as an alternative to state educational policy on the Ukrainian lands launched a social and pedagogical movement for a fundamental reform of the class system of education, which did not meet the needs of the society and did not satisfy the educational community. The absence of the Ukrainian school was one of the main socio-pedagogical problems of the Ukrainian people. With a number of shameful decrees, the Ukrainian language was forced out of the Ukraine's educational institutions. The Ukrainian language in educational institutions was strictly prohibited. The school for the Ukrainian children was foreign not only in language, but also in programs, textbooks, which told only about the Russian people, their customs, life, history. A Ukrainian child did not learn anything about his or her Motherland in a Russian school. This was the reason for the low level of interest in knowledge and relapses of illiteracy.

Public associations launched a large-scale social and educational activities. In Kyiv, centre of education and culture, the central units of various public organizations were concentrated and their branches functioned in the regions. Among these organizations especially notable were Kyiv Literacy Society (1882-1908), Kyiv Pedagogical Society for Mutual Assistance (1898-1906), Kyiv Prosvita (Enlightenment) Society (1906-1910), Froebel Society (1908-1917) and others. The interests of the national minorities were represented by public organizations that were involved in cultural and educational activities among a certain ethnic minority, namely: Jan Amos Komensky Czech Training

and Educational Society in Kyiv, Kyiv Polish Women's Union, and others. The public initiative played a leading role in the dissemination of literacy and knowledge among the Ukrainian population, the development of various areas of education, and pedagogical science.

Unfortunately, the activities of public organizations did not lead to the creation of a Ukrainian school, however, they played an exceptional role in consolidating teachers, scientists, public figures around this idea as the basis of a democratic education system, in developing its theoretical foundations (teaching in the native language; introducing the Ukrainian language and literature, history and geography of Ukraine into the curricula; publication of educational literature in the Ukrainian language, training of appropriate personnel for the Ukrainian school). The ideas of educators and public figures became the theoretical basis for the development of Ukrainian school education in other historical periods, in particular the development of the New Ukrainian School in independent Ukraine.

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04-SES 04: THE PRODUCTION AND USE OF HISTORY OF EDUCATION

Panel Session (English, French)

Chair(s) and Discussant(s): Johanna Ringarp (Södertörn university)

History of Education: a Bibliometric Analysis

Leonora Dugonjic-Rodwin (Uppsala Universitet), Rita Hofstetter (University of Geneva)

This paper rethinks the “social” in the history of education through a methodological lens, in a reflexive way. It calls for an auto-socio-analysis of the researchers within the discipline viewed as a field in Pierre Bourdieu’s sense of the term and in yet an unexplored way. Using Scopus, an online technology for data collection and analysis on publishing, we propose a bibliometric analysis of the history of education based on R, the freely available and open-source program for data analysis, which is increasingly being used for quantitative research in the social sciences and humanities. We propose a comprehensive science mapping analysis using the R package “bibliometrix” (Aria & Cuccurullo, 2017) including measures of annual scientific production, co-citation networks among countries, conceptual citations, documents’ highest contribution, most-cited documents, keyword co-occurrences, most productive authors, most productive countries, top author production over time, and topics.

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The Use And Abuse Of Educational History In Swedish Official School Reports

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Official school investigations are usually based on a vast collection of existing knowledge. For example, empirical surveys, research overviews, and analyses of foreign school systems have been completed and used as grounds for the official school investigations. These collections often also include