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METHODICAL RECOMMENDATIONS FOR TEACHING THE AGRARIAN HISTORY OF UKRAINE IN THE SECOND HALF OF THE 19th – FIRST THIRD OF THE 20th CENTURY IN SECONDARY SCHOOL

Abstract. *The purpose of the research is to analyze and synthesize the problems of modern methodical support in the process of teaching the agrarian history of Ukraine in the second half of the 19th – the beginning (first third) of the 20th century in the ninth and tenth grades of secondary schools.*

Scientific novelty. *The author's previous publication, which concerned the teaching of the history of Ukraine in the first half of the 19th century about the dominance of the agrarian (agricultural) way of life of the peasantry, has not lost its relevance in the future¹. A special place here belongs to the period, which is usually described as «the beginning of the 20th century». The author proposes to expand it and define it as «the first third of the 20th century», based on the results of research recorded in modern Ukrainian historiography. Rejection of the stereotypes of political history in favor of a more productive socio-cultural (mental) paradigm seems fully justified. The factual material proposed by the author is also a novelty, which proves the methodical readiness of the historian teacher to form students' mathematical, social and civic competence.*

Methodology. *New approaches will be proposed to solving the didactic tasks of teaching the history of Ukraine in secondary school, due to the possibility of involving more empirical facts and a steady trend towards a higher level of their generalization.*

Conclusions. *Thinking in two directions – scientific and methodical, the author directly and indirectly argues his idea that it is extremely appropriate to add more «agrarian content» to curricula on the history of Ukraine or an integrated course on history in school education.*

The past of Ukraine in the second half of the 19th and the beginning (first third) of the 20th centuries belongs to the «traditional» subjects of the academic discipline «History of Ukraine». Today, its teaching is organizationally divided between the 9th and 10th grades, which creates additional difficulties in its study by students. At first glance, it seems that the situation is hopeless and it is impossible for the teacher to violate these established norms and prescriptions.

The state of affairs has changed noticeably recently, this is primarily due to the spread of digital technologies in the educational space, as well as the reform of the educational sector (transition to the New Ukrainian School). The conducted research convincingly proves the need to make several important variations in didactics. Also, in addition to the above-mentioned need to expand the chronology of the teaching of the topic of the first third of the 20th century, attention is drawn to highlighting the problems of socio-economic modernization of peasants, which during the study it is advisable for the practicing teacher to return to economic (mathematical) calculations, which will make it possible to avoid excessive politicization of the educational material. It is worth remembering that the social and economic aspects of life remained dominant for the inhabitants of the traditional village. Regarding the first third of the 20th century, the teacher should pay attention not to the factual material itself (besides, it is properly presented in textbooks for students), but to the formation of social and civic competence. It can be achieved on the basis of education (meth-

¹Присяжнюк Ю. Методичні аспекти викладання аграрної історії кінця XVIII – першої половини XIX ст. у ЗЗСО. *Український селянин*. 2022. Вип. 27. С. 61–66. doi: 10.31651/2413-8142-2022-27-Prysiazhniuk

odological variation) of the complex evolution of the Ukrainian peasantry, which at that time was simultaneously involved in several historical processes.

Key words: village, peasantry, peasant nation, agrarian society, agriculture, test, method.

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МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ВИКЛАДАННЯ АГРАРНОЇ ІСТОРІЇ УКРАЇНИ ДРУГОЇ ПОЛОВИНИ XIX – ПЕРШОЇ ТРЕТИНИ XX СТ. УЧНЯМ СЕРЕДНІХ ШКІЛ

Анотація. *Мета* розвідки – проаналізувати та синтезувати проблеми сучасного методичного забезпечення викладання аграрних аспектів історії України другої половини XIX – початку (першої третини) XX ст. у дев'ятих і десятих класах ЗЗСО.

Наукова новизна. Згадане в попередній авторській публікації, яка стосувалася викладання історії України в першій половині XIX ст., домінування аграрного (сільськогосподарського) способу життєдіяльності населення (селянства), не втратило своєї актуальності й надалі. Особливе місце тут належить періоду, який прийнято окреслювати як «початок XX ст.». Спираючись на отримані результати досліджень, які зафіксовані в сучасній українській історіографії (селянства й не лише), автор пропонує розширити його й надалі визначити «першою третьою XX ст.». Відмова від стереотипів політичної історії на користь більш продуктивної соціокультурної (ментальної) парадигми видається вповні обґрунтованою. Новизною позначається і пропонований автором фактологічний матеріал, який засвідчує методичну готовність учителя-історика формувати в учнів математичну, також соціальну та громадянську компетентності.

Висновки. Розмірковуючи водночас у двох пізнавальних площинах – науковій (методологічній) і методичній – автор статті безпосередньо й опосередковано аргументує свою ідею про те, що порівняно більше наповнення навчальних програм із історії України (або, за потреби, інтегрованого курсу з історії) «аграрним змістом» у шкільному курсі вкрай доцільне.

Минушина України другої половини XIX – початку (першої третини) XX ст. належить до «традиційних» тем навчальної дисципліни «історія України». Ба більше, на сьогодні її викладання організаційно поділено між 9-им і 10-им класами, що створює додаткові труднощі в її вивченні учнями. На перший погляд здається, що вчителю неможливо порушити ці усталені норми й приписи.

В останній час ситуація помітно змінюється, що насамперед пов'язано з поширенням в освітньому просторі цифрових (інформаційних) технологій, а також з реформою освітньої галузі (переходом до Нової української школи). Проведене дослідження переконливо засвідчує потребу внесення кількох важливих варіацій у дидактику. Окрім згаданої вище потреби розширити хронологію викладання теми до першої третини XX ст., звертаємо увагу на таке: при висвітленні проблем соціально-економічної модернізації села (його людності) сьогодні вчителю-практику доцільно повернутися до економічних (математичних) розрахунків, що дасть змогу уникати надмірної політизації («націоналізації») навчального матеріалу. Варто пам'ятати, що соціальна й господарська сторони життя лишалися для мешканців традиційного села домінуючими. Натомість, що стосується власне першої третини XX ст., то особливу увагу вчителю виправдано приділити не самому фактологічному матеріалу (до того ж він належно представлений у пропонованих до використання підручниках), а формуванню соціальної та громадянської компетентності. Досягнути цього можна на основі

онаучнення (методологічного варіювання) складної еволюції українського селянства, яке в той період перебувало водночас у кількох історичних процесах (експериментах).

Ключові слова: село, селянство, селянська нація, аграрне суспільство, сільське господарство, тест, методика.

Problem statement. Study of agrarian aspects, peasant studies, landlord studies, etc. are extremely important for understanding the history of Ukraine in general. The period of the second half of the 19th – beginning of the 20th century is no exception. This period requires the increased attention of scientists and teachers, because revolutionary changes were taking place in the village at that time. We call them modernization, but such a characteristic requires careful analysis and clarification. This process was not universal and, one might say, «linear». This did not mean a simultaneous rejection of «relics». Modernization of the village could not take place only «from below», through changes in the peasant environment itself, but needed influence «from above». In other words, someone had to guide, define, facilitate, evaluate and even name these changes, the role of historiography should be emphasized separately¹. Therefore, the vocation of the teacher is to offer students a much higher level of synthesis of the village and the city, because without this it will be impossible to explain the complex processes of the agrarian history of Ukraine at the level of the achievements of modern historiography².

In order to achieve the goal and cope with the set tasks, the author offers a unique structure for the presentation of the results of his research: on the one hand, attention is paid to the formation of students' mathematical competence, on the other, social and civic competence. As a result, students should better operate with textual and numerical information, acquire skills in establishing the relationship between real objects of historical reality and knowledge (interpretive models), learn to use mathematical methods in life situations. They will also improve the ability to express their own opinion, listen and hear others, evaluate arguments and change their opinion based on evidence; argue and defend their position³.

It is appropriate to once again emphasize the importance of solving the issue of choice, which

is constantly faced by the history teacher. General approaches to solving the issue of choice were discussed in the above-mentioned author's publication, therefore we will pay attention to the following aspects: 1) problematic presentation of the thematic material of the second half of the 19th – the beginning (first third) of the 20th century should be provided on a comparatively more thorough scientific or historiographical basis; 2) the terminological or conceptual analysis should refer to changes in society, testify to a much more powerful modernization effect on the traditional life of the village, especially regarding the first decades of the 20th century; 3) it is expedient to expand the personified vision of historical eras (cultures) – from a better representation of the peasant environment to the intelligentsia, which was influenced by this «manly» world. Moreover, it is worth taking into account not only the still powerful neo-populist tradition, but also the obvious modernist tendency, as well as statesmen and regional officials. It is recommended to take into account a number of important aspects of the post-reform transformation, many of which are not sufficiently represented in the curriculum and textbooks, such as the financial situation (well-being level), specialization (economic, professional, gender, regional), migration, urbanization, social stratification, and more deeply – mental worldview evolution, etc. Micro-historical plots remain important, because they allow students to bring their ideas and knowledge as close as possible to the historical realities of the period they are studying. Also, the task of forming competences is gaining significant importance.

Research analysis. The problem proposed for analysis has received wide coverage in the scientific literature. Achievements can be conditionally divided into two parts. The first includes the works of philosophers, ethnologists, sociologists, economists, linguists, and religious scholars. These are the conceptual works of such well-known scientists as M. Weber,

1 Нечитайло В. Селянство як природне явище. *Український селянин*. 2005. Вип. 9. С. 10.

2 Михайлюк О. Соціокультурний аспект дослідження історії селянства України революційного періоду. *Питання аграрної історії України та Росії. Матеріали п'ятих наукових читань, присвячених пам'яті професора Д. Пойди*. Дніпропетровськ, 2004. С. 110.

3 Ключові компетентності здобувачів освіти 5–11 (12)-х класів (груп). URL : <https://sites.google.com/site/school105kr/prozorist/osvitna-programa/3-klucovi-kompetentnosti/3-2-klucovi-kompetentnosti-zdobuvaciv-osviti-5-11-12--h-klasiv-grup>

E. Tylor, E. Gellner, M. Eliade, L. Levy-Bruhl, A. Gurevich, Yu. Lotman, etc. The second part should include theoretical and case studies by D. Bairau, E. Carr, M. Levin, T. Shanin, V. Danilov, A. Graziosi, D. Beauvois, P. Trygub, O. Mykhailiuk, A. Zayarniuk, N. Temirova, V. Nechytaylo, S. Kornovenko, I. Farenii, R. Orishchenko, Ya. Platmir, Yu. Prysiashniuk. Most of the useful ideas, propositions and critically elaborated results, which are borrowed from the reasoning of these authors and used in the article, serve as the material for generalized conclusions⁴.

The purpose of the article: to propose and optimize a modern method of teaching the history of Ukraine in the second half of the 19th – the beginning (first decades) of the 20th century taking into account its agrarian nature. This need is motivated by several factors, two of which seem the most compelling. Firstly, it is the dominance of the agrarian (agricultural) way of life of the majority of the population, preservation of the foundations of traditional society. Secondly, there is a level of modern historiography that singles out the problem of the peasant nation, which requires a more attentive attitude to the synchronicity of the historical process than was previously thought.

The statement of the basic material. The author does not set a goal to teach a student or a novice teacher the methods of teaching (learning) the history of Ukraine. He sees his task in the optimization of work to ensure the formation of specific competencies in students of the 9th and 10th grades. The need to understand the general nature and specifics of the peasant reforms of the 1860s, primarily the Great Reform of 1861, which significantly accelerated the modernization (market transformation) of the village of Naddnipyrianshchyna, is dictated by many circumstances, and first of all, the mission of forming mathematical competence. This significantly actualizes the need to return to the advantages of socio-economic history, which has lost its attractiveness in recent decades. This happened because it stopped satisfying the demand for modern and postmodern paradigms in the conditions of the crisis of the «Marxist-Leninist» methodology. It is important to note that here we are not quite returning to

the Marxist understanding of history, with its rigid economic determinism. Modern scientific and cognitive models provide an opportunity to avoid the «traps» of the vulgar materialistic concept. Those models that suggest considering the economy as only one of the «subjects» of the historical process. That is, not all historical phenomena are derived from productive forces and production relations⁵. We leave only those calculations that proved the financial side in all respects of the purchase operation, which was difficult for the peasants. Thus, we deprive it of any attachment to the theory of class struggle. There is a better opportunity to imagine and understand the real situation of yesterday's landlords because of this and to determine the basis for creating a more perfect socio-cultural (or mental) synthesis. Such a step is due to didactic tasks that secondary education institutions must solve in a complex manner. So, it is important to calculate the financial component for a deeper understanding by students of the nature of the reforms, the starting conditions for the transformation of peasants into market relations, and a comprehensive analysis of their situation in the post-reform period.

The teacher should tell the students that in 1861 serfs were freed from personal (legal) dependence, but on the condition of buying the land. That's what the teacher's words should be. The analysis of land provision conditions requires a separate explanation. The serf was necessarily obliged to buy back the territory of land established by the state, the size of which differed in different regions of Naddnipyrianshchyna. The price of the land was calculated by 6 percent capitalization of the former annual rent. Pupils should know the conditions of the reform, as well as understand what the capitalization of the economy and all spheres of life and activity of a rural person is⁶. Pupils should acquire basic knowledge about the annual rent of a serf, a bank account, a loan, annual interest on invested or borrowed capital; in what way all these indicators worked in the conditions of the reform of the village. Regional peculiarities regarding the conditions of the reform and alternative options for the redemption operation provided by the royal legislation were important.

4 Фареній І. Про правомірність концепції «Великої селянської революції» В. П. Данилова. *Український селянин*. 2014. Вип. 14. С. 162–166.

5 Відділ рукописів Російської національної бібліотеки у м. Санкт-Петербурзі. Ф. 600. Ревізія сенатора О. О. Половцева Київської і Чернігівської губерній. Од. зб. 623. Записка о приобретении имений в Юго-Западном крае лицами русского происхождения (главным образом крестьянами) (после 1875 г.). Арк. 5–6.

6 Лохматова А. І. Прийом селян до громади як функція органів сільського самоврядування в пореформеній Україні. *Питання аграрної історії України та Росії. Матеріали п'ятих наукових читань, присвячених пам'яті професора Д. Пойди*. Дніпропетровськ, 2004. С. 55.

The peasant was given the right to choose, but usually it had to be made between «bad» and «very bad». «Nothing came out of that will... the will is not real, the popes and lords hid the will, tore out the main pages in the manifesto» as the character of the famous work of art said⁷.

A typical version of the peasant's financial calculations for the land looks like this: former annual rent – 10 rubles, bank interest – 6 rubles. The peasant bought a full part of the land, so the bank provided him with 80% credit support. He had to pay the rest himself (x^2), and repay the loan (x^1) annually at the same bank interest rate, but from the loan amount itself (x^3).

So, the price of the plot of land that was to be purchased (x) was calculated as follows:

Conditions: $x = 100\%$, 10 rubles = 6%.

Calculation: $x = 100\% \cdot 10 \text{ rubles} : 6\% = 166.67$ rubles. This means that the peasant had to pay almost 17 annual rents to buy the land.

The bank provided a loan. It was calculated as follows:

$x^1 = 166.67 \text{ rubles} : 100\% \cdot 80\% = 133.34$ rubles.

$x^2 = 33.33$ rubles.

The peasant or his direct heirs were obliged to repay the loan amount every year for 49 years, based on the same 6% per annum:

$x^3 = 133.34 \text{ rubles} : 100\% \cdot 6\% = 8$ rubles.

49 years old $\cdot 8$ rubles = 392 rubles.

So, the total (maximum possible) amount of payments (Σ) could be:

$\Sigma = 392 \text{ rubles} + 33.33 \text{ rubles} = 425.33$ rubles.

Peasants significantly overpaid for allotments, judging by market prices for land in that period. The fact that they did it in installments made the situation a little better, besides, with the beginning of the revolution of 1905–1907, a small part of the debt obligations will be repaid at the expense of the budget.

The teacher can make the task more difficult for the students by offering them several options. The teacher can change the size of the annual fee in the range from 6 to 15 rubles. It is also possible to vary whether the entire allotment should have been redeemed or not. In this case, the calculation should be made based not on 80%, but on 75%. For a general understanding of the price of freedom received by the

peasants, it would be appropriate for students to emphasize several additional circumstances, at least roughly name and compare market prices for land. Another fact is «land hunger» and financial difficulties, which immediately worsened life, it forced people to urgently look for additional sources of livelihood.

The author will try to demonstrate the formation of social and civic competence. This can be done on the basis of the hypothesis of isolation into a separate stage of the transformation of the Ukrainian village in the first decades of the 20th century. Changes during the period of the peasant revolution from 1902 were really noticeable. Fundamental thematic studies of Ukrainian colleagues, which have been observed over the past decades, prove this quite convincingly.

There was a noticeable expansion and deepening of the historiography of the peasantry, as well as related topics (development of agriculture, education, cooperation, church life, transformation of worldview and religiosity)⁸. Based on the creation of qualitatively new syntheses, a number of publications are devoted to the development of new knowledge⁹. The methodology of scientific research has also undergone significant improvement. Summarizing the ideas and approaches proposed by the authors, we can conclude that the Ukrainian peasant as a «hero of history» is, probably, the ethical maximum to which a modern researcher can afford to rise, as long as he determines the status of an average villager, its place and role in history as an object of research. However, this «hero» was not abstracted from an infinitely large number of «secondary actors» (landlords, etc.) who helped him to take place as a subject of history¹⁰. The results of the studies of many foreign colleagues, attract the attention of Ukrainian researchers which contributed to the depoliticization of the narratives offered in this field of knowledge. In recent decades, many monographs, articles and defended theses have appeared¹¹. A detailed acquaintance with this work gives us grounds for generalizing that a modern historian should not limit «his» history to knowledge of factual material. The historian's duty is to help pupils (students) understand the context of this era better. Also to attract and elaborate the socio-cultural essence and historical «dynamics» of such

7 Данилевский Г. П. Беглые в Новороссии ; Воля (Беглые воротились) : романы. Москва : Худ. лит-ра, 1984. С. 17.

8 Корновенко С., Глібшук М., Ільницький В., Компанієць О., Лозовий В., Пасічна Ю., Тельвак В. Український аграризм: революційний феномен 1917–1921 рр. : методичні рекомендації для викладачів історії. Черкаси, 2021. 120 с.

9 Орищенко Р. Релігійний світ українських селян другої половини XIX – першої третини XX ст. Черкаси: Вертикаль, 2019. 80 с.

10 Ibid. С. 23–24; Темірова Н. Р. Матеріально-технічне забезпечення поміщицьких господарств України наприкінці XIX – на початку XX ст. *Наукові праці*. Вип. 4. Історичні науки, 2002. С. 87.

11 Ibid.

terms as cooperation with the district, provincial and local administration, courts, banks, land purchase, cooperation, revolution, eviction to farms, distribution of servitudes, service «in the soldiers» (participation in the war)¹².

Another general consideration involves strengthening the integrative component of the interpretation of historical phenomena and processes, in particular in the agrarian sphere. A complete rejection of the theory of «class struggle», including the division of the population into workers and peasants (those who were «unfortunately exploited») and landlords and the bourgeoisie («exploiters») can become a kind of «marker of perfection». Politicization was based on the social stratification of the peasantry into the rich, the middle peasants, and the poor¹³. This makes it possible to abandon the myths of the agrarian past in understanding the priority of the social factor of history. It is about eliminating political motives for actions and explanations and, as a result, systematic propaganda for the people by cultivating radical left ideology.

The author would like to note that the first decades of the 20th century went down in history as a period of socialism and nationalism. Nationalism meant a fairly stable and essentially unalternative perspective at that time. Western Europe went through this period earlier. Socialism, in contrast, claimed to solve long-overdue socio-economic and cultural-educational problems. This opinion is confirmed by the lessons of the practical use of socialism and nationalism. The teacher should emphasize that nationalism was transformed by various forms of modification, the most unacceptable of which was National Socialism (fascism). The civilized part of humanity relatively quickly found an «antidote» against it, but paid a high price for it.

Regarding socialism. Its radicalization in the form of communism (Bolshevism) invented bigger traps for humanity. Many of them have not been overcome even to our time.

In the end, the teacher should formulate and try to solve the question of the identification of the villagers with the participation of the students. The first task does not require much effort:

which is the correct concept to imagine, think and use – «peasants of Ukraine» or «Ukrainian peasants»?¹⁴ Historical and historiographical aspects of the problem are worth attention. Also tracing the meaning of the words «breadwinner» and «cossack». It is appropriate to pay attention to the terminology that has already appeared in the scientific literature, but has not yet received a proper explanation – «farmers», «ideomaniacs», «new peasants». These concepts were continued later, when the peasants «received the prospect» of becoming Ukrainians, but things turned out differently and several generations of these «Ukrainians» had to experience the status of «Soviet collective farm workers»¹⁵. This period will be studied by 10th grade students. The solution to the problem of national identity will be transferred to a generation ahead in the post-modern age of history which will be studied by students of the 11th grade.

The conclusions. The past of Ukraine in the second half of the 19th and early 20th centuries belongs to the traditional topics of Ukrainian history. It would seem that it is difficult for a teacher to break this established norm. However, the situation has changed noticeably recently, which is connected with the development of digital technologies and the reform of the educational sector (transition to the New Ukrainian School). The research that was done proved the need to make several important changes in didactic history. First, there is an obvious need to abandon the concept of «the beginning of the 20th century» and expand the chronology of teaching the topic to the first third of the 20th century. Secondly, it makes sense to return to economic calculations, which will help avoid the politicization of educational material. Thirdly, pay special attention to the formation of social and civic competence. This can be achieved on the basis of studying the complex evolution of the Ukrainian peasantry, which was in several historical processes at the same time.

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