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Published in the USA

European Journal of Contemporary Education  
E-ISSN 2305-6746  
2024. 13(2): 470-478  
DOI: 10.13187/ejced.2024.2.470  
<https://ejce.cherkasgu.press>

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**European Journal of  
Contemporary Education**



ELECTRONIC JOURNAL

## Activities of Scholar Schools at Imperial Universities to Organize Students' Individual Work

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### Abstract

The article deals with analysis of sources, academic and research reports, curricula, lecture notes and methodological papers at imperial universities in Kiev, Kharkov and Odessa. It covers useful resources, disciplines, theoretical approaches and methodological requirements for organizing students' individual work within the higher education system. The results let us note a great contribution of imperial university staff to arrangement of theoretical and practical issues in organizing students' individual work.

The article presents the results of a study of the historical transformations of students' individual work in the imperial universities of Kiev, Kharkov and Odessa in the second half of the 19th and early 20th centuries. The author examines the content and procedural realizations of forms and methods of students' individual work. The models of organization of integral individual work of students of imperial universities are analyzed. The formation of scientific schools in the imperial universities of Kiev, Kharkov and Odessa and their influence on the individual work of students in the specified period are studied.

The problem of the influence of scientific schools on the organization of individual work of students of imperial universities is substantiated. It is emphasized that an important aspect of this influence is the figure of the head of the scientific school, who was usually a professor, head of the department.

The influence of scientific schools on the organization of individual work of students is considered through the activities of representatives of the scientific and intellectual elite of the imperial universities of Kiev, Kharkov and Odessa, in particular, P. Yurkevych, S. Hohotskyi, V. Ikonnikov, G. Chelpanov and others. Professors and leaders of scientific schools gave lectures and conducted practical classes aimed at developing creative thinking and self-criticism in students.

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Through their scientific and pedagogical activities, they also developed the skills of individual research among students.

**Keywords:** education, education reform, educational governance, educational policy, higher education, universities.

### **1. Introduction**

Within the whole history, researchers have been focusing on the Ukrainian education development. It is the progress of Ukrainian native lands that attracts a deep interest as well, especially during the Russian Empire rule when “imperial universities” were established. Historians appeal to public figures who represent cultural values. To a certain extent, this process is an independent and objective component of the historical and educational discourse. The academic personality is more than a scientific, educational or artistic biography. It is rather a personified creation of values and culture in terms of humanities. In other words, that is a concretized model (Sukhomlynska, 2003: 42).

### **2. Materials and methods.**

The methodology of research on scientific schools of imperial universities includes several key stages and methods that allow us to better understand and analyze the development, influence and interaction of different scientific schools on the scientific work of students. In preparing this manuscript, we used various methods and approaches, in particular, conceptualization and classification of scientific schools of imperial universities of Kiev, Kharkov, and Odessa. The use of these methods allowed us to identify the main scientific schools of the Imperial Kharkov, Novorossiia Universities, as well as St. Vladimir's University in Kiev. It also made possible to classify the scientific schools of these universities according to various criteria.

The use of the methodology of historical analysis made it possible to study the history of the emergence and development of scientific schools in the imperial universities; to analyze the key stages of their development and changes.

The analysis of the influence of scientific schools of imperial universities consisted in the study of the influence of specific scientific schools on the development of science in general and student science in particular. Based on this, their impact on related fields of knowledge was also analyzed.

Institutional analysis outlined the prospects for researching the role of scientific and educational institutions of the Russian Empire in the development of scientific schools of the imperial universities of Kiev, Kharkov and Odessa.

These and other research methods allow us to obtain a comprehensive view of scientific schools, their development, influence and interaction, which contributes to a deeper understanding of scientific progress and its determinants.

### **3. Discussion**

The history of the higher education system of the Russian Empire contains various aspects of its consideration: scientific and pedagogical, administrative, legal, socio-historical and others. In this regard, the scientific and pedagogical aspect of the development and functioning of imperial universities in Ukraine can be considered in its two components: scientific and pedagogical. Which in turn are correlated with the activities of the teaching staff, on the other hand – with the scientific research of students and university students.

This issue can be considered in the context of the general development of the education system in the Russian Empire and in the Ukrainian lands, in particular. General trends in the development of university education were expressed in the works of O. Sukhomlynska (Sukhomlynska, 2003), N. Demyanenko (Demianenko, 2016), M. Polyakov (Poliakov, 2004), N. Mozgova (Mozgova, 2004) and others.

An important place is occupied by the works and memoirs of contemporaries, which allow us to reconstruct the everyday life of the university life of the XIX – early XX centuries. Among others, this group of works includes studies by V. Ikonnikov (Ikonnikov, 1876), A. Sobolevsky (Sobolevskii, 1925), N. Sumtsov (Sumtsov, 1905) and others (Vospominaniya..., 1917).

Of considerable interest are the works of representatives of scientific schools that directly determined the vector of development of domestic science: P. Yurkevich (Yurkevich, 1865; Yurkevich, 1860; Yurkevych, 2004), V. Ikonnikov (Ikonnikov, 1876), S. Gogotsky (Gogotskii, 1882) and others.

It is worth noting separately the sources and publications containing important statistical and other factual data, in particular, the rules for university students and trainees ([Pravila..., 1905](#); [Predvaritelnie pravila, 1803](#)), documents of normative nature ([Polozhenie..., 1819](#); [Polozhenie..., 1837](#); [Polozhenie..., 1844](#)), reviews ([Dvadsatipyatiletie..., 1902](#); [Fakultet, 1908a](#); [Fakultet, 1908b](#); [Istoriko-statisticheskie zapiski..., 1884](#); [Obozrenie..., 1850–1858](#); [Obozrenie..., 1852–1857](#)), etc.

#### **4. Results**

For the subject field of our study, it is important to regard academic personalities of imperial universities on Ukrainian lands (the 19th century first half till the 20th century beginning) as scholar school leaders. They united talented young researchers, produced new progressive approaches to education and science.

The source analysis makes us treat the notion “scholar school” as a specific form of research organization when a group of scientist support and develop ideas of a recognized expert. The distinctive feature of scholar schools is a combination of acquiring and accumulating knowledge with a subsequent preparation of specialists. Therefore, the professional competence is transferred from generation to generation ([Profesiina osvita, 2000: 212](#)).

N. Demianenko defines the scholar school as an informal scientific community supervised by an authoritative researcher. To identify such a community, it is necessary to have at least one generation of disciples ([Demianenko, 2016](#)).

In our study, we regard an imperial university department as a scientific and methodological residence of managing students’ research activities, which is led by the department head. Simultaneously, the same department could consist of several scholar schools who followed ideas of their leaders.

From the scholar school perspective, it is relevant to cite M. Pyrohov. He mentioned the vital need to merge research and education into a single and boundless unity in the university space. Science promoters try to involve other people into this sphere. On the contrary, science teachers try to upgrade this sphere ([Vospominaniya..., 1917: 57](#)).

The reviewed sources show progressive methods were used in lecturing with focus on students’ individual work. Among them, we can enumerate the following approaches: problem search (V. Ikonnikov, M. Maksymenko, M. Hrushevskiyi), truth search (D. Bahalii), application of European research heritage (S. Smal-Stotskiyi), comparison (V. Buzeskul), dispute (O. Stoianov), law case study (L. Kaso), equipment use (E. Tanhl), etc.

Along with development of the Ukrainian university education, pedagogics as a separate discipline was founded as well. Thus, pedagogical scholar schools were unfolded while students’ individual work was interpreted and introduced. As one of the oldest pedagogical issues, students’ individual work was considered when the first scholar schools appeared at the Kharkov, Saint Vladimir and Novorossiia Imperial Universities (in Kharkov, Kiev and Odessa, respectively). For their academic staff, students’ individual work was a research activity and a way of taking degrees.

Degrees were conferred by imperial university faculties if a person had defended a thesis publicly. The defending process took place before all faculty members. It comprised ordinary and extraordinary professors that were headed by the dean. Associate professors could vote only after two-year office. Usually, there were also two opponents. At the 20th century beginning, their fee was 200 roubles. Defending results were ratified by faculties (usually) or education ministers (since 1819). General principles of degree acquisition were arranged in university charters. More detailed guidelines were regulated by a special resolution of the Public Education Ministry ([Predvaritelnie pravila..., 1803](#); [Polozhenie..., 1819](#); [Polozhenie..., 1837](#); [Polozhenie..., 1844](#); [Pravila..., 1905](#)).

To participate in the competitive selection for an academic teaching position at Ukrainian imperial universities, people had to conduct individual research with further publications. That was a precondition to get a teaching permission. Another requirement was applicant’s recognition as a researcher.

The imperial universities in Kiev, Kharkov and Odessa kept an academic tradition of staff attestation and degree conferment (Master, PhD, DSc). Since the 1850s turn, there was a control over writing and defending theses. Especially, that concerned the research content and its aim at the state order. Respective university rights were regulated by Chapter IX “Degrees and Honored Members” in the University Charter as of 1863.

In contrast to West European institutions with their faculty degrees, imperial universities of Ukrainian lands conferred one of 39 science rank (specialty) degrees. The latter was provided for by the Degree Resolution as of 4 January 1864 (Poliakov, 2004: 119).

Let us discuss the scholar school development at the Kiev Saint Vladimir Imperial University. According to sources, the first pedagogics lecturer was S. Hohotskyi (a DSc in Philosophy and Ancient Philology, ordinary professor of the Kiev Theological Academy). Previously, he passed all tests and publicly defended his thesis to get the degree.

Such an example reflects the university autonomy to confer degrees. Besides, the recognition procedure was also quick: S. Hohotskyi defended the thesis on 4 October and acquired the diploma on 5 January.

One of positive criteria for any scholar school leader is his own consideration of scientific problems, including students' individual work. Treating the cognition essence, S. Hohotskyi discerned the importance of empathy in the educational process. In other words, teachers should talk to and love their students, which promotes a balanced mechanism of individual work (Gogotskii, 1882: 1). From the S. Hohotskyi's perspective, the self-education inspiration should be found in developing individual initiatives of students. The stronger individual initiatives a person has, the more interest in education he reveals. Consequently, knowledge accumulation was only a transitional stage in achieving the higher education aim. The principal education task is development of ethical initiatives, moral independence and internal self-education skills. Thus, the need for individual initiatives is genetically inherent. Teacher must upgrade these initiatives to a higher level. Such a basis could promote students' individual work properly and effectively.

Meanwhile, initiatives were not equal to individual work. The former was rather a basis for the latter. S. Hohotskyi regarded initiatives as a way to reach aims in the individual work.

Except for the historical-philological faculty, the physical-mathematical and law units at the Kiev and Kharkov Imperial Universities taught pedagogics as an extra optional discipline for all students in the 1850s-1860s (Obozrenie..., 1850–1858; Obozrenie..., 1852–1857).

Within the curriculum disciplines, "Upbringing" alternated with "Theology" 3 times per week, "Psychology" alternated with "Didactics and Applied Pedagogics" 2 times per week. In 1854–1855 at the Saint Vladimir University, S. Hohotskyi taught "Didactics and Applied Pedagogics" 4 hours per week, "Upbringing" 2 hours per week. Students attended his theological lectures as well.

Like Kharkov, Kiev taught optionally pedagogics 2 hours per week for students of the physical-mathematical and law faculties. In 1850–1860, these students participated in scientific disputes with S. Hohotskyi, did exercises, gave individual classes, acquired professional skills.

The fact of individual pedagogics choice over compulsory disciplines confirms a great popularity of S. Hohotskyi's lectures. He could arouse students' interest and increase their educational initiative. So, apart from compulsory courses like "History of Russian Linguistics" and "Theology", students eagerly studied "Pedagogics".

Professor S. Hohotskyi paid a significant attention to consideration of higher education pedagogical theory and search for methods and forms to improve students' individual work, study progress, special training.

In 1859–1860, S. Hohotskyi taught "Didactics and Applied Pedagogics" (3 hours per week in the 8th semester) as well as "Upbringing" (3 hours per week in the 7th-8th semesters) for all historians and philologists as well as physicists and lawyers of budget-funded education.

After the 1863 University Reform, the Saint Vladimir Imperial University proposed the philosophy course again. It was taught by secular staff. A great popularity was attracted by S. Hohotskyi who successfully lectured on philosophy history with the Divine Revelation principle (Mozghova, 2004: 176). S. Hohotskyi was a skilled lecturer and orator. He lectured in 1850–1870 when enlightenment and materialism dominated among students (Mozghova, 2004).

S. Hohotskyi was awarded by the academic community of the Saint Vladimir Imperial University for his teaching the course "History of Modern Philosophy". By request of the historical-philological faculty, the University Board applied for S. Hohotskyi's awarding to the Public Education Ministry on 8 August 1850. In particular, 30 silver roubles were awarded to S. Hohotskyi for his previous year's lectures on modern philosophy history 3 hours per week. This application was approved.

The above-mentioned statements confirm the diversity of S. Hohotskyi as a researcher and teacher who laid the pedagogical foundation at the Saint Vladimir Imperial University. Being the scholar school leader, S. Hohotskyi demonstrated own ideas of students' individual work. The obtained academic heritage was decisive for his followers.

S. Hohotskyi's pedagogical traditions were advanced at the 1890s beginning by O. Hiliarov (a professor of philosophy history and psychology). There were significant changes in the philosophy department staff. In 1905, the pedagogic courses began at the historical-philological faculty. Taught by O. Hiliarov 3 hours per week, these courses ("Philosophy History", "Logic", "Psychology") revealed some pedagogical issues.

The historical-philological faculty could approve curricula and organize tests via special boards. For a passed exam, certificates were granted to students. Besides, O. Hiliarov taught Higher Women's Courses in Kiev. Practical classes in pedagogics were conducted in groups and alternated with other disciplines (on Saturdays, there were classes on Russian history and pedagogics). All creative activity of O. Hiliarov as an academic philosopher was associated with the Kiev Saint Vladimir Imperial University.

Therefore, the first half of the 19th century laid a foundation of the pedagogical scholar school at the Kiev Saint Vladimir Imperial University. Here, a great pedagogical role was played by V. Ikonnikov. He wrote famous publications: "Historical and Statistical Notes on Researchers and Facilities of the Saint Vladimir Imperial University (1834–1884)", "Biblical Dictionary of Members of the Saint Vladimir Imperial University (1834–1884)", etc. The historical and pedagogical analysis shows a perfect mastery of professor V. Ikonnikov in preparing students' courses. His personal approaches to problems of students' individual work can be traced in pedagogical lectures and historical classes.

Scientist O. Sobolevskiy regarded V. Ikonnikov's lecturing style as original, thorough and research-based. Students shared his ideas and understood the lecture essence. V. Ikonnikov could encourage everybody in study. Lecture materials were properly arranged to have all necessary things (more than textbooks provided) (Ikonnikov, 1876: 119). Therefore, V. Ikonnikov lectures were a product of previous experience. A wide stock of sources gave guidelines for search activities. In such a way, students acquired creative skills for future individual work.

V. Ikonnikov insisted on each student's scientific search to test their cognition and experience delight in individual discoveries. The professor treated old study methods and ignorance as the most dangerous things, which should be overcome by teachers. So, the V. Ikonnikov's perspective of students' individual work was based on need for knowledge, memory development, creative skills and scientific search.

It was a promising approach to organize students' individual work via the teacher-to-student and student-to-teacher principles by V. Ikonnikov. He used these rules in teaching at the Kiev Saint Vladimir Imperial University (1868–1918) and the Kiev Higher Women's Courses (1878–1889). The source analysis (Ikonnikov, 1876; *Istoriko-statisticheskie zapiski...*, 1884; Sobolevskii, 1925; *Dvadsatipyatiletie...*, 1902) indicates his original style in organizing students' individual work. Here, both explanations and problem identifications were realized in teaching courses. It was not sufficient to include only the former even if demonstrations were engaged.

He offered to solve problems gradually via disputing and considering research methods as well as reassessing previous experience. Moreover, V. Ikonnikov succeeded in the Kiev Higher Women's Courses. In particular, he was appreciated by attendees because of perfect preparation for individual work.

V. Ikonnikov treated practical classes as a supplement to lectures within university education. Among individual assignments with manuscripts, the professor distinguished two types of students' exercises:

- a) technical tasks: reading and rewriting texts;
- b) practical tasks: processing, explaining, checking, arranging facts.

During classes, students compared sources, identified and criticized historical facts. Usually, classes comprised 5-15 students and alternated with other disciplines. Participants presented their individual research reports, which was later awarded and analyzed.

Sometimes, V. Ikonnikov proposed a student's lecture improvisation on certain topics. Practical classes lasted for 2 hours: the first for reading; the second for disputing. In such a way, the professor trained skills of future archiving specialists.

To succeed in conducting practical classes, V. Ikonnikov defined certain conditions. For example, it was relevant to allow for attendees' preparation, level of individual research skills, mix of various theoretical disciplines (law, medicine, philosophy).

- V. Ikonnikov's classes were subdivided into:
- a) reading and analyzing texts;

b) processing sources individually (manuscripts, philosophical treatises, letters, etc.).

A personal V. Ikonnikov's contribution to students' research development was his work for the journal "Universitetskie Izvestiia (University Proceedings)" of the Kiev Saint Vladimir Imperial University. In 1861-1883, the professor constantly assisted in preparing and publishing research reports of students and teachers.

Another scholar school developer at the Kiev Saint Vladimir Imperial University was professor H. Chelpanov who invented a new philosophical-psychological approach.

As a famous philosopher, logician and psychologist, he worked at the Kiev Saint Vladimir Imperial University in 1892-1900. At the 19th century end, pedagogics was not a separate discipline at imperial universities of Kiev, Kharkov and Odessa. Privat-docent H. Chelpanov started teaching the 2-hour-per-week courses "Psychology" and "Logic" (in 1892-1893) as well as "Introduction to Philosophy" and "Introduction to Psychology" (in 1897-1898). Also, new 1-hour-per-week courses appeared in 1898-1899: "Critical Review of Modern Spiritual Doctrines" and "Cognition Theory". In 1904-1905, professor H. Chelpanov taught the courses "Psychology" (3 hours per week), "Will Doctrine" (1 hour per week), "Logic" (3 hours per week), "Research Methods" (1 hour per week) at the Kiev Saint Vladimir Imperial University. Besides, he conducted practical classes on psychology 2 hours per week at the seminary (05:00-07:00 pm on Sundays).

H. Chelpanov provided a psychological and pedagogical preparation for future specialists via lectures on cognition and practical classes on psychology. For the latter, H. Chelpanov founded a psychological seminary as an auxiliary university facility of study and research. Presented during seminary classes in 1904, students' reports usually focused on philosophical topics. Examples were the following reports: "Berkeley Reality" (student Blonskyi), "Three Reports on Avenarius Cognition" (student Chyrkov), "Hartmann Reality" (student Oholovets), "Kant Doctrine on Thing in Itself" (student Shcherbyna).

H. Chelpanov contributed to experimental psychology. At the Kiev Saint Vladimir Imperial University, he unfolded an experimental psychology laboratory. In 1895, the Public Education Ministry considered his draft project of the Experimental Psychology Office as an auxiliary facility of the historical-philological faculty. The office had two aims: research and study. For the first goal, students upgraded theoretical skills of psychological analysis, observation and test. For the second goal, students practically selected and researched psychological samples.

Therefore, H. Chelpanov further developed the basics of experimental psychology that was founded by M. Lange in 1888 at the Odessa Novorossiia Imperial University. Previously, the Center of Psychological and Academic Thought was established here.

During lectures in the laboratory, H. Chelpanov demonstrated psychological tests and gave seminary classes. The laboratory was a basis to conduct research for every university member. H. Chelpanov was the first to introduce practical classes into teaching psychology. Moreover, the professor actively organized the I All-Russian Congress on Experimental Psychology in 1912 ([Vserossiiskii sezd..., 1912: 26](#)).

Thus, we can state that H. Chelpanov founded a psychological scholar school at the Kiev University. He combined students' individual research and study when gaining higher education. Noteworthy, names of O. Hiliarov and H. Chelpanov were associated with the prosperity of psychological and pedagogical approaches to professional preparation at the Kiev Saint Vladimir Imperial University.

The Kharkov Imperial University possessed scholar schools as well. In 1850, curriculum of the historical-philological faculty introduced psychology, logic and pedagogics as new courses ([Fakultet..., 1908a: 8](#)). The pedagogical course was regulated by Charter Article 124. Established in 1811, a separate pedagogical institute at the university had to teach students properly ([Fakultet..., 1908a: 6](#)). Also, the Resolution as of 5 November 1850 unfolded the department of pedagogics within the historical-philological faculty. Besides, pedagogics was recognized as a compulsory course for all faculties (except for the medical one). This course was primary for linguists and secondary for other students. A temporary pedagogical teacher was professor A. Valytskyi. Since June 1850, philosophy was not taught by secular staff. Together with logic and psychology, philosophy was further taught by theological professors.

The Kharkov scholar school was represented by M. Lavrovskyi. In 1852, the Public Education Ministry assigned him as an adjunct to teach pedagogics. M. Lavrovskyi was an adjunct of pedagogics and Master in Russian Philology (1853-1854), an extraordinary professor at the Department of Pedagogics and DSc in Russian Philology (1855-1856) ([Fakultet, 1908b: 89](#))

The problem of teaching methods was critical for the pedagogical theory and practice among Kharkov professors. In particular, M. Lavrovskiy regarded use of various pedagogical techniques and students' individual work as one of conditions to adjust the study process and knowledge transfer properly.

The report "Spirit and Peculiarities of Teaching at the Imperial University" by rector O.P. Roslavskiy-Petrovskiy notes that M. Lavrovskiy lectured on history of upbringing and pedagogical theory, assigned exercises for attendees (Fakultet..., 1908b: 90). The professor acquainted students with modern scientific ideas. He gave practical classes and provided students with books from his personal library (Fakultet..., 1908b: 92). To activate students' individual work, M. Lavrovskiy asked attendees to answer questions in a written form via the source analysis. Also, oral responses with personal analysis were employed (Sumtsov, 1905: 17).

Apart from lectures, M. Lavrovskiy also conducted pedagogical workshops. Here, the third academic year students reported on research topics, acquainted themselves with the best techniques of teaching different disciplines. For this aim, the fourth academic year students did various written exercises to discuss important issues (Fakultet..., 1908a: 86).

Students delivered trial lectures before companions and professors. They concerned the discipline that would be taught after graduation. Professors corrected mistakes, made critical remarks, demanded explanations if students lectured in an obscure, irresolute or superficial manner.

M. Lavrovskiy supported verbal, visual and practical methods of teaching. It was practical methods that he applied most often. The practical techniques by M. Lavrovskiy concerned written exercises to assimilate essence of each discipline and to impart inclinations to individual work. This professor was regarded as a unique researcher and a perfect lecturer (Fakultet..., 1908b: 94).

At the Kharkov Imperial University, M. Lavrovskiy was followed by A. Valytskyi, A. Lebedev, M. Maslov, etc. The academic staff focused on progressive approaches to upgrade study via students' individual work. On 8 December 1901, the historical-philological faculty of the Kharkov Imperial University approved 16 departments. Here, the Department of Pedagogics was independent. The reasonable faculty proposal was supported. However, it was only the Resolution of the Public Education Ministry as of 24 April 1904 that recognized pedagogics as a compulsory course (Fakultet..., 1908a: 31).

Another situation was at the Novorossiia Imperial University. To enhance students' study of the historical-philological faculty, professor P. Yurkevych gave Latin classes with tasks of translation from Russian. Instead of oral exams, written ones were held because they match the course essence better and provide greater benefits.

To develop individual thinking skills, P. Yurkevych treated the institution as a place for youth training rather than studying. In such a way, students individually employ all education resources, which reveals the whole human potential (Yurkevych, 2004). According to P. Yurkevych, individual thinking consists in abilities to realize the idea-to-idea movement (Yurkevich, 1860). The pedagogical goal for the study process is practical use of knowledge and skills as well as mastery development.

Study progress depends on quantity and quality of student's rather than lecturer's work (Yurkevich, 1865: 152). Besides, P. Yurkevych urges students to acquire knowledge independently rather than to get data from their lecturer (Yurkevich, 1865: 169). Students' individual work may be predicted via methods of study arrangement, motivation and control.

Finally, it is also necessary to mention P. Yurkevych's perspective on exercises and individual tasks. They provide strong feedback to the learned material. In other words, education achievements are based on students' individual work (Yurkevych, 2004).

## **5. Conclusion**

The analyzed sources of the given period show that students' individual work reach its climax prosperity at scholar schools of the imperial universities in Kiev, Kharkov and Odessa. Academic members P. Hulak-Artemovskiy, H. Kvitka-Osnovianenko, M. Kostomarov, M. Lavrovskiy, M. Maksymovych, O. Potebnia, F. Prokopovych, I. Sreznevskiy, M. Sumtsov, P. Yurkevych, etc. gave their lectures and practical classes to enhance creative thinking, cognition, independence and self-criticism among young people.

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