

# Drohobych Ivan Franko State Pedagogical University



**APPROVED**  
 Vice-Rector for Scientific, Pedagogical Work and Informatization  
Volodymyr SHARAN  
24 01 2023

## SYLLABUS

### **THE EPISTEMOLOGICAL GROUNDS OF UKRAINIAN HISTORIOGRAPHY OF THE HISTORY OF EDUCATION (the middle of the 19th – the end of the 20th centuries)**

Field of Study: 03 Humanities  
 Programme Subject Area: 032 History and Archaeology  
 Educational and scientific programme: History and Archeology  
 Discipline Status: optional  
 Faculty of History, Pedagogy and Psychology  
 Department of History of Ukraine and Law  
 Language of Instruction: English  
 Information on the Study of the Discipline:

Mode of study	Year of study	Semester	Total scope of the discipline: hours / ECTS credits	Number of hours						Term paper	Type of semester control	
				Auditory classes					Individual work		Credit	Exam
				Total	Lectures	Laboratory work	Practical classes	Seminars				
Full-time	2	3	120/4	50	30	–	–	20	70	–	+	–
Part-time	2	3	120/4	13	8	–	–	5	107	–	+	–

The Syllabus is based on the Educational Programme and the Curriculum for the specialists of the third educational and scientific level of higher education (40 ECTS credits)

Author: Mykola HALIV, Doctor of Pedagogical Science, Full Professor

Approved by the guarantor of the Educational Programme: Oleh PETRECHKO, Doctor of Historical Science, Full Professor

Approved at the meeting of the Department of History of Ukraine and Law

Protocol № 8 dated 14.11 2022

Head of the Department of History of Ukraine and Law Vasyl ILNYTSKYI

Approved at the meeting of the Scientific and Methodological Council of the Faculty of History, Pedagogy and Psychology

Protocol № 2 dated 29.11 2022

Approved at the meeting of the Scientific and Methodological Council of the University

Protocol № 1 dated 24.01 2023

## **1. PURPOSE AND OBJECTIVES OF THE EDUCATIONAL DISCIPLINE**

**The purpose of the academic discipline:** is to deepen the knowledge of graduate students in the epistemology of scientific historical knowledge, to acquaint them with the basics of scientific knowledge on the history of education, which were accumulated by Ukrainian scientists from the middle of the 19th to the end of the 20th century.

### **To develop such post-graduate students' competencies as:**

#### **General competences:**

- the ability to solve complex problems in the field of professional activity, to conduct original scientific research and carry out research and innovation activities based on a deep rethinking of the existing and creation of new coherent theoretical or practical knowledge and/or scientific and pedagogical practice;
- the ability to analyze theoretical and experimental data, make generalizations, formulate conclusions and proposals;
- the ability to operate the scientific and conceptual apparatus in the field of monitoring research and pedagogical evaluation;
- the ability to use the conceptual and categorical apparatus of historical science;
- the ability to analyze the interaction of the theory of history and the practice of higher education at the methodological level;
- the ability to form original ideas, apply them, to solve theoretical and practical scientific problems, adhering to the principle of objectivity.

#### **Professional competences:**

- the ability to understand the systematicity, dynamism, interrelationship, determinism and integrity of historical phenomena, to carry out various types of historical-research analysis (historical-logical, comparative, retrospective);
- the ability to determine the goal, the task, the strategy of scientific research, put forward hypotheses;
- the ability to analyze and generalize the experimental data obtained as a result of scientific research, make reasonable generalizations and conclusions and formalize them in the form of a report, thesis, scientific articles, etc.;
- the ability to develop the source base of research, to find, select, contextualize and interpret significant arrays of archival and documentary material, to conduct research activities taking into account the achievements of modern historiography of a specific problem and intellectual discourses in historiography in general;
- the ability to organize and implement research work in the field of history.

#### **Program learning outcomes:**

- the knowledge and understanding of current problems, latest achievements and modern trends in the development of historical science in Ukraine and abroad;
- the knowledge and understanding of scientific research methods in the field of history and archaeology;
- the knowledge and understanding of the specifics of the methodological grounds of historical and historiographic research (principles of historicism, objectivity, systematicity, critical analysis, etc.);
- the knowledge and understanding of sources from intellectual history as carriers of information about the process of creativity, production of ideas, theories, concepts, creation of scientific works, works of literature, art, architecture, formation of socio-political and religious thought, peculiarities of their classification and research methods;
- the knowledge and understanding of the basics of the most well-known historiographic trends and their further evolution;
- the ability to plan and carry out one's own scientific research, distinguished by scientific novelty, having theoretical value and practical significance, based on critical work with sources and analysis of the historiography of the problem;

- formulating judgments about the logic of scientific research, the consistency and justification of the proposed provisions, as well as the use of a wide arsenal of scientific research methods; scientific activity, infrastructure of the international and domestic research space, rules for conducting analysis of scientific information;
- formulating judgments about trends and regularities in the development of historical knowledge.

## **2. PREREQUISITES FOR STUDYING THE EDUCATIONAL DISCIPLINE**

The discipline is studied after the following academic discipline “Historiography of the History of Ukraine and the History of the Slavic Peoples”.

## **3. EXPECTED LEARNING OUTCOMES**

*According to the requirements of the educational programme, post-graduate students must*

### **know:**

- purpose, tasks, content of the educational discipline “The Epistemological Grounds of the Ukrainian Historiography of the History of Education (the middle of the 19th – the end of the 20th century)”;
- the historiographical and source basis of the educational discipline;
- the worldview and philosophical grounds of the Ukrainian narrative of the history of education;
- the political and ideological factors as epistemological bases of the Ukrainian historiography of the history of education;
- the sociocultural identities as the basis of the Ukrainian narrative of the history of education;
- the peculiarities of the synthesis of interdisciplinary scientific knowledge in the Ukrainian narrative of the history of education;
- the mechanisms of using historical sources in the works of domestic researchers of the history of education and pedagogical thought;
- the instrumental mechanisms of knowledge construction by the Ukrainian historians of education;

### **be able to:**

- select the representative sources of historiographical material, carry out an epistemological analysis of the studied material;
- use mechanisms of internal criticism of historiographical sources;
- use modern methods of historiographic research;
- the skills in operating the technologies of interpretation of material from the historiography of the history of education.

## **4. CRITERIA FOR ASSESSMENT OF LEARNING OUTCOMES**

The assessment is carried out according to the scales: 100-point, national and ECTS,

**A (90 – 100) – “credited”** is awarded when a graduate student has impeccable knowledge of the purpose, tasks and content of the academic discipline “The Epistemological Grounds of the Ukrainian Historiography of the History of Education (the middle of the 19th – the end of the 20th century)”, knows about the historiographical and source base of the educational discipline, about the worldview and philosophical grounds of the Ukrainian narrative of the history of education, about political and ideological factors as the epistemological foundations of the Ukrainian historiography of the history of education, about sociocultural identities as the foundations of the Ukrainian narrative of the history of education, about the peculiarities of the synthesis of interdisciplinary scientific knowledge in the Ukrainian narrative of the history of education, about the mechanisms of using historical sources in the works of domestic researchers



of the history of education and pedagogical thought, about the instrumental and practical mechanisms of constructing knowledge by the Ukrainian historians of education; when a graduate student demonstrates a high level of formation in the selection of representative source historiographical material; when a graduate student is able to carry out a thorough epistemological analysis of the material, operates with modern methods of historiographical research and interpretation technologies qualitatively.

**B (82 – 89) – “credited”** is awarded when a graduate student knows enough about the purpose, tasks and content of the academic discipline “The Epistemological Grounds of the Ukrainian Historiography of the History of Education (the middle of the 19th – the end of the 20th century)”, knows about the historiographical and source base of the educational discipline, about the worldview and philosophical grounds of the Ukrainian narrative of the history of education, about political and ideological factors as the epistemological foundations of the Ukrainian historiography of the history of education, about sociocultural identities as the foundations of the Ukrainian narrative of the history of education, about the peculiarities of the synthesis of interdisciplinary scientific knowledge in the Ukrainian narrative of the history of education, about the mechanisms of using historical sources in the works of domestic researchers of the history of education and pedagogical thought, about the instrumental and practical mechanisms of constructing knowledge by the Ukrainian historians of education; when a graduate student demonstrates a sufficient level of ability to choose representative source historiographical material, the ability to perform epistemological analysis of the material, to operate with modern methods of historiographical research and text interpretation technologies, however, lacks depth and argumentation, and some insignificant inaccuracies and minor mistakes are allowed.

**C (75 – 81) – “credited”**, awarded when a graduate student knows enough about the purpose, tasks and content of the academic discipline “The Epistemological Grounds of the Ukrainian Historiography of the History of Education (the middle of the 19th – the end of the 20th century)”, knows about the historiographical and source base of the educational discipline, about the worldview and philosophical grounds of the Ukrainian narrative of the history of education, about political and ideological factors as the epistemological foundations of the Ukrainian historiography of the history of education, about sociocultural identities as the foundations of the Ukrainian narrative of the history of education, about the peculiarities of the synthesis of interdisciplinary scientific knowledge in the Ukrainian narrative of the history of education, about the mechanisms of using historical sources in the works of domestic researchers of the history of education and pedagogical thought, about the instrumental and practical mechanisms of constructing knowledge by the Ukrainian historians of education; when a graduate student demonstrates a sufficient level of ability to choose representative historiographical sources, is able to perform an epistemological analysis of the material, to operate with modern methods of historiographical research and text interpretation technologies, however, lacks depth and argumentation, and some significant inaccuracies and mistakes are allowed.

**D (67 – 74) – “credited”**, awarded when a graduate student does not know enough about the purpose, tasks and content of the academic discipline “The Epistemological Grounds of the Ukrainian Historiography of the History of Education (the middle of the 19th – the end of the 20th century)”, knows about the historiographical and source base of the educational discipline, about the worldview and philosophical grounds of the Ukrainian narrative of the history of education, about political and ideological factors as the epistemological foundations of the Ukrainian historiography of the history of education, about sociocultural identities as the foundations of the Ukrainian narrative of the history of education, about the peculiarities of the synthesis of interdisciplinary scientific knowledge in the Ukrainian narrative of the history of education, about the mechanisms of using historical sources in the works of domestic researchers of the history of education and pedagogical thought, about the instrumental and practical mechanisms of constructing knowledge by the Ukrainian historians of education; when a

graduate student demonstrates insufficient skills in choosing representative historiographical sources, has limited skills in epistemological analysis of the material, superficially operates with modern methods of historiographical research and text interpretation technologies.

**E (60 – 66) – “credited”**, awarded when a graduate student has weak knowledge of the purpose, tasks and content of the academic discipline “The Epistemological Grounds of the Ukrainian Historiography of the History of Education (the middle of the 19th – the end of the 20th century)”, knows about the historiographical and source base of the educational discipline, about the worldview and philosophical grounds of the Ukrainian narrative of the history of education, about political and ideological factors as the epistemological foundations of the Ukrainian historiography of the history of education, about sociocultural identities as the foundations of the Ukrainian narrative of the history of education, about the peculiarities of the synthesis of interdisciplinary scientific knowledge in the Ukrainian narrative of the history of education, about the mechanisms of using historical sources in the works of domestic researchers of the history of education and pedagogical thought, about the instrumental and practical mechanisms of constructing knowledge by the Ukrainian historians of education; when a graduate student demonstrates elementary skills in choosing historiographical sources and carrying out an epistemological analysis of the material, operates only with traditional methods of historiographical research and schematic interpretation technologies.

**FX (35 – 59) – “not credited”**, awarded when a graduate student has partial knowledge of the purpose, tasks and content of the academic discipline “The Epistemological Grounds of the Ukrainian Historiography of the History of Education (the middle of the 19th – the end of the 20th century)”, the historiographical and source base of the educational discipline, worldview and philosophical grounds of the Ukrainian narrative of the history of education, political and ideological factors as the epistemological foundations of the Ukrainian historiography of the history of education, sociocultural identities as the foundations of the Ukrainian narrative of the history of education, features of the synthesis of interdisciplinary scientific knowledge in the Ukrainian historical and pedagogical narrative, mechanisms of using historical sources in the works of Ukrainian researchers of the history of education and pedagogical thought, instrumental and applied mechanisms of knowledge construction by Ukrainian historians of education. At the same time, a graduate student makes significant mistakes, demonstrates an undeveloped ability to choose historiographical sources and perform an epistemological analysis of the material, and cannot select the necessary methods of historiographical research and mechanisms of interpretation of historiographical material.

**F (0 – 34) – “not credited”**, awarded when a graduate student has only declarative, non-scientific knowledge about the purpose, tasks and content of the academic discipline “The Epistemological Grounds of the Ukrainian Historiography of the History of Education (the middle of the 19th – the end of the 20th century)”, about the historiographical and source the basis of the educational discipline, about the worldview and philosophical grounds of the Ukrainian narrative of the history of education, about the political and ideological factors as the epistemological foundations of the Ukrainian historiography of the history of education, about the sociocultural identities as the foundations of the national narrative of the history of education, about the peculiarities of the synthesis of interdisciplinary scientific knowledge in the Ukrainian narrative of the history of education, about the mechanisms of using historical sources in works of domestic researchers of the history of education and pedagogical thought, about the instrumental and applied mechanisms of the construction of knowledge by Ukrainian historians of education. At the same time, a graduate student demonstrates undeveloped skills in choosing historiographical sources, is unable to carry out an epistemological analysis of the material, cannot select methods of historiographical research, does not possess the ability to interpret historiographical material.



## **5. MEANS OF DIAGNOSIS OF LEARNING OUTCOMES**

There are the following means of diagnosis of the learning outcomes of this academic discipline:

- oral answers at seminar classes;
- interview with the lecturer;
- individual task.

The current control is carried out at seminar classes. In terms of the content, it includes checking the graduate student's understanding and memorization of the academic material (the topics of lectures and seminars), checking the ability to independently study academic and methodological and scientific literature independently, comprehending the content of the topic, checking the ability to present certain material publicly or in writing, as well as checking the tasks of an independent work (an individual task). The final control is carried out in the form of a credit (interview with the lecturer).

## **6. CONTENT OF THE ACADEMIC DISCIPLINE**

### **“The Epistemological Grounds of the Ukrainian Historiography of the History of Education (the middle of the 19th – the end of the 20th century)” as an Academic Discipline**

The subject and tasks of the academic discipline. The basic concepts and categories of the discipline (epistemology, the Ukrainian historiography of the history of education, narrative, methodology, etc.). Methodological approaches to working out the epistemological foundations of the Ukrainian historiography of the history of education: general scientific (axiological, synergistic, paradigmatic, hermeneutic, sociocultural, civilizational, phenomenological), specific scientific (narrative, imagiological, sociolinguistic, biographical, synchronistic-diachronic, limological, systemic), instrumental (application of research methods).

### **The Ukrainian Historiography of the History of Education (mid-19th - late 20th centuries)**

Domestic historiography of school and education development. Periods of the development of the historiography of the history of education and school. The areas of research characteristic of each period. Study of pedagogical personalities in Ukrainian historical and pedagogical science. Ukrainian historiography of the development of pedagogical thought. Prominent representatives of the Ukrainian historiography of the history of education.

### **Worldviews and Philosophical Foundations of the Ukrainian Narrative of the History of Education**

The influence of romanticism on the works of Ukrainian scholars in the history of education. Epistemes of positivism as the basis of studies of the history of education by Ukrainian historians. Ideas of neoromanticism in the Ukrainian historiography of the history of education. Marxism as a worldview and philosophical foundation of studies by Ukrainian scientists in the history of education.

### **Political and Ideological Doctrines as Epistemological Foundations of Ukrainian Historiography of the History of Education**

Liberal ideas in the Ukrainian historiography of the history of education. Conservative tendencies in the works of domestic historians of education. The influence of socialist ideology and political realities of the USSR on the Ukrainian narrative of the history of education. The ideology of nationalism in the works of Ukrainian scholars about the past of education, schooling, and educational ideas.

### **Sociocultural Identities as the Basis of the National Narrative of the History of Education**

Civilizational representations of the Ukrainian authors of scientific works on the history of education. Ethno-national subtexts in the Ukrainian narrative of the history of education. Religious and confessional visions in the works of the Ukrainian historians of education. Social views of the Ukrainian scholars in the research of the pedagogical past.

### **Synthesis of Interdisciplinary Scientific Knowledge in Works of Ukrainian Scientists on the History of Education**

The purpose, task and subject of the history of education in the visions of Ukrainian scholars. Historical time in the interpretations of Ukrainian historians of education. Scientific knowledge (philosophical, philological, theological, sociological, etc.) in the national narrative of the history of education. Pedagogical reflections in the works of Ukrainian researchers of the history of education: views on the purpose, tasks, content, factors, forms and methods of education.

### **Historical Sources in the Works of Ukrainian Researchers History of Education and Pedagogical Thought**

Views of Ukrainian researchers of the history of education on the historical source. External criticism of sources in the works of domestic researchers on the history of education and pedagogy. Mechanisms of use of internal criticism of historical sources by Ukrainian scientists. The category “fact” in the understanding of researchers of the past of education and pedagogical thought.

### **Instrumental and Applied Mechanisms of Knowledge Construction by the Ukrainian Historians of Education**

Views of domestic researchers of the history of education on the principles of scientific knowledge: scientificity, objectivity, historicism, multifactoriality. Justification and argumentation (empirical, theoretical, contextual) in scientific narratives on the history of education. Methods of researching the history of education (general scientific, special historical, historical statistics, psychological) as applied by Ukrainian scientists.

### **Topics of seminars:**

Ukrainian historiography of the history of education (mid-19th – late 20th centuries)  
Worldview and philosophical foundations of the Ukrainian narrative of the history of education  
Political and ideological doctrines as epistemological foundations of the Ukrainian historiography of the history of education  
Sociocultural identities as the foundations of the Ukrainian narrative of the history of education  
Synthesis of interdisciplinary scientific knowledge in the studios of the Ukrainian scientists in the history of education  
A historical source in the works of the Ukrainian researchers of the history of education and pedagogical thought  
Instrumental and applied mechanisms of knowledge construction by the Ukrainian historians of education

## **7. INDIVIDUAL WORK**

Individual work of a graduate student in this education discipline includes: development of theoretical material; performance of tasks according to the list of competencies formed within each topic of the curriculum; performance of an individual task; preparation for the interview with the lecturer and assessment.

### **Topics of individual assignments:**

- the possibilities of applying a paradigmatic approach to studying the epistemological foundations of the Ukrainian historiography of the history of education;

- the influence of the ideas of Romanticism and neo-Romanticism on the research of Ukrainian scientists in the history of education;
- the manifestations of positivism in the works of the Ukrainian researchers of the history of education;
- the influence of the political realities of the USSR on the Ukrainian narrative of the history of education;
- the manifestations of the Slavophile ideas in the works of domestic scholars in the history of education;
- the religious ideas of the Ukrainian researchers of the history of education based on their works;
- the views of the Ukrainian historians of education on historical time;
- the most frequently used methods of source criticism by the Ukrainian positivist historians in works from the past of education;
- the views of domestic researchers of the history of education on the principle of objectivity;
- the manifestations of methodological argumentation in the works of the Ukrainian researchers of the history of education.

#### **Individual tasks:**

- reviews of scientific works of the Ukrainian scientists on the history of education;
- essays devoted to philosophical and paradigmatic, political and ideological, sociocultural, interdisciplinary epistemes in the works of the Ukrainian scholars on the history of education (M. Hrytsenko, M. Hrushevskyi, O. Dzeverin, F. Naumenko, M. Nizhynskyi, B. Mityurov, G. Paperna, I. Puha, S. Siropolko, M. Stelmakhovich, I. Fylypchak, I. Franko, S. Chavdarov, etc.).

#### **Requirements for individual assignments:**

The volume of work – up to 15 A4 pages. The number of points for an individual task depends on the following aspects: the degree of disclosure of the topic, the use of a sufficient number of sources and literature on the topic (at least five items), the presence of scientific references, compliance with the requirements for design (the structure of the individual task necessarily includes: introduction; main sections; conclusions; list of used sources and literature).

#### **Criteria for individual assignments assessment**

30 points	10 points	Analysis of the historiography of the investigated problem
	5 points	Review of analyzed works on the history of education
	10 points	Using research methods to identify the epistemes of the analyzed work
	5 points	Generalization of research results

### **8. FORMS OF CURRENT AND FINAL CONTROL**

The assimilation of theoretical material from this discipline by the graduate students is checked through ongoing monitoring at seminar classes, an interview with a lecturer, and checking individual assignments of graduate students. The form of final control is a credit.

Distribution of 100 points between types of work:

Speeches at seminar classes	Interview with the lecturer	Individual assignment	Total
1	2	3	100
40 points	30 points	30 points	

The interview with the lecturer and the defense of the individual tasks are carried out at the end of the semester according to the previously announced schedule.



Speeches of the graduate students at seminar classes are evaluated in points (from 0 to 5). During the semester, the graduate student must speak at least twice. The absence of a second speech during the determination of the average score for the semester is evaluated as 0 points. The average score for the semester is determined by the formula:  $\frac{A \cdot K}{n \cdot 5}$ , where  $A$  is the sum of all current points scored in seminar classes,  $n$  is the number of performances,  $K$  is the maximum number of points assigned to this type of work.

The interview with the lecturer is held at the end of the semester in oral form. At the interview with the lecturer, the graduate student must answer 3 theoretical questions (maximum 10 points each). An individual assignment is prepared during the semester and defended at the end of the semester.

Re-examination is conducted orally with evaluation on a 100-point scale.

## 9. TOOLS, EQUIPMENT, SOFTWARE

Computer (laptop, tablet, smartphone); Internet services for video conferencing (Zoom, Skype, Viber, etc.); software (Word, PowerPoint); multimedia teaching aids (multimedia presentations, slide shows, multimedia reports, educational films and video demonstrations, etc.).

## 10. RECOMMENDED SOURCES OF INFORMATION

*a) main:*

1. Adamenko O. Metodolohichni zasady doslidzhennia istorii rozvytku pedahohichnoi nauky [Methodological Principles of the Study of the History of the Development of Pedagogical Science]. *Ridna shkola – The Native School*. 2013. № 1–2. S. 8–14.
2. Berezhivska L. Osnovopolozhni zasady istoryko-pedahohichnoho doslidzhennia: teoriia i metodolohiia [Basic Principles of Historical and Pedagogical Research: Theory and Methodology]. *Shliakh osvity – The Way of Education*. 2010. № 1. S. 37–42.
3. Bielan H. V. Biografichniy metod v istoryko-pedahohichnii nautsi: providni tendentsii stanovlennia [Biographical Method in Historical and Pedagogical Science: Leading Trends of Formation]. *Pedahohichniy dyskurs – Pedagogical Discourse*. Khmelnytskyi, 2013. Vyp. 15. S. 50–54.
4. Bohuslavskiy M. Struktura suchasnoho istoryko-pedahohichnoho znannia [The Structure of Modern Historical and Pedagogical Knowledge]. *Shliakh osvity – The Way of Education*. 1999. № 1. S. 37–40.
5. Vakhovskiy L. Metodolohiia doslidzhennia istoryko-pedahohichnoho protsesu: postanovka problemy [Research Methodology of the Historical and Pedagogical Process: Statement of the Problem]. *Shliakh osvity – The Way of Education*. 2005. № 2. S. 7–11.
6. Vakhovskiy L. Naratyv u istoryko-pedahohichnomu doslidzhenni: metodolohichniy analiz [Narrative in Historical and Pedagogical Research: Methodological Analysis]. *Shliakh osvity – The Way of Education*. 2007. № 1. S. 42–45.
7. Vykhreshch A. Metodolohiia istorii pedahohiky yak vyklyk suchasnosti [Methodology of the History of Pedagogy as a Challenge to Modernity]. *Naukovyi visnyk Chernivetskoho universytetu. Seriya : Pedahohika i psykholohiia – Scientific Bulletin of Chernivtsi University. Series : Pedagogy and psychology*. 2011. Vyp. 564. S. 28–33.
8. Haliv M. Ukrainskyi istoryko-pedahohichniy naratyv (seredyna XIX – kinets XX st.): epistemolohichni zasady: monohrafiia [Ukrainian Historical and Pedagogical Narrative (mid-19th – late 20th centuries): epistemological foundations: monograph]. Drohobych : Redaktsiino-vydavnychiy viddil Drohobyskoho derzhavnoho pedahohichnoho universytetu imeni Ivana Franka, 2018. 614 s.
9. Hupan N. M. Ukrainska istoriografiia istorii pedahohiky [Ukrainian Historiography of the History of Pedagogy]. Kyiv : «A.P.N.», 2002. 224 s.

10. Dichek N. P. Hermenevtyka i dialohizm yak zasady onovlennia metodolohichnoi bazy istoryko-pedahohichnykh doslidzhen [Hermeneutics and Dialogism as the Basis for Updating the Methodological Base of Historical and Pedagogical Research]. *Problemy suchasnoi pedahohichnoi osvity. Serii: Pedahohika i psykholohiia – Problems of Modern Pedagogical Education. Series: Pedagogy and Psychology*. Yalta, 2006. Vyp. 10. Ch. 1. S. 164–171.
11. Zashkilniak L. Metodolohiia istorii vid davnyny do suchasnosti [Methodology of History from Ancient Times to Modern Times]. Lviv : LNU im. I. Franka, 1999. 227 s.
12. Kovalenko Ye. I. Metodolohichna funktsiia istorii pedahohiky u stanovlenni maibutnoho pedahoha [Methodological function of the history of pedagogy in the formation of a future teacher]. *Naukovi zapysky Nizhynskoho derzhavnoho universytetu im. Mykoly Hoholia. Serii: Psykholoho-pedahohichni nauky – Scientific Notes of the Mykola Hohol Nizhyn State University. Series: Psychological and pedagogical sciences*. 2012. № 4. S. 27–34.
13. Kolesnyk I. Ukrainska istoriografii: kontseptualna istoriia [Ukrainian Historiography: Conceptual History]. Kyiv : Instytut istorii Ukrainy NAN Ukrainy, 2013. 556 s.
14. Petrushenko V. L. Epistemolohiia yak filosofska teoriia znannia [Epistemology as a Philosophical Theory of Knowledge]. Lviv : Vyd-vo DU «Lvivska politekhnik», 2000. 295 s.
15. Sukhomlynska O. Istoryko-pedahohichni protses v Ukraini: rehionalnyi vymir [Historical and Pedagogical Process in Ukraine: Regional Dimension]. *Shliakh osvity – The Way of Education*. 2007. № 2. S. 42–49.
16. Sukhomlynska O. Kontseptualni zasady rozvytku istoryko-pedahohichnoi dumky v Ukraini [Conceptual Foundations of the Development of Historical and Pedagogical Thought in Ukraine]. *Shliakh osvity – The Way of Education*. 1999. № 1. S. 41–45.
17. Sukhomlynska O. Metodolohiia doslidzhennia istoryko-pedahohichnykh realii druhoi polovyny XX stolittia [Research Methodology of Historical and Pedagogical Realities of the second half of the 20th century]. *Shliakh osvity – The Way of Education*. 2010. № 4. S. 6–12.
18. Sukhomlynska O. V. Istoryko-pedahohichni protses: novi pidkhody do zahalnykh problem [Historical and Pedagogical Process: New Approaches to Common Problems]. Kyiv : A.P.N., 2003. 68 s.
19. Topolskyi Ye. Yak my pyshemo i rozumiiemo istoriiu: Taiemnytsi istorychnoi naratsii [How we write and understand history: Secrets of historical narrative]. Kyiv : K.I.S., 2012. 400 s.
20. Khrykov Ye. M., Adamenko O. V., Kurylo V. S. ta in. Metodolohichni zasady pedahohichnoho doslidzhennia: monohrafiia [Methodological Principles of Pedagogical Research: Monograph]. Luhansk : Vyd-vo DZ “LNU imeni Tarasa Shevchenka”, 2013. 248 s.
21. Cherkasov O. V. Formuvannia teoretyko-kontseptualnykh osnov doslidzhennia istorii osvity v Ukraini u druhi polovyni XIX – na pochatku XX stolit): dzhereloznavchyi aspekt [The formation of theoretical and conceptual foundations of the study of the history of education in Ukraine in the second half of the 19th – at the beginning of the 20th centuries): the source science aspect]. Kyiv : NPU imeni M.P. Drahomanova, 2006. 136 s.
22. Iurkevych P. D. Idey i fakty iz istorii pedagogiki [Ideas and facts from the history of pedagogy]. *Zhurnal Ministerstva Narodnago Prosveshcheniia – Journal of the Ministry of National Education*. 1870. Vol. SXLXI. S. 1–42, 127–188.

*b) additional:*

23. Adamenko O.V. Metodolohiia formuvannia dzherelnoi bazy istoryko-pedahohichnoho doslidzhennia [Methodology of Forming the Source Base of Historical and Pedagogical Research]. *Pedahohichniy diskurs – Pedagogical Discourse*. Khmelnytskyi, 2013. Vyp. 15. S. 10–14.
24. Bohdashyna O. M.pozytyvizm v istorychnii nautsi v Ukraini (60-ti rr. XIX – 20-ti rr. XX st.) [Positivism in Historical Science in Ukraine (1860s – 20s of the 20th century)]. Kharkiv : Vyd-vo Virovets A.P. «Apostrof», 2010. 480 s.



25. Vakhovskiy L. Modernizm yak metodolohichniy proekt radianskoi pedahohiky [Modernism as a Methodological Project of Soviet Pedagogy]. *Istoryko-pedahohichniy almanakh – Historical and Pedagogical Almanac*. 2010. Vyp. 1. S. 61–65.
26. Vermenych Ya. Nova lokalna istoriia ta istorychna rehionalistyka: eksplikatsiia terminiv [New Local History and Historical Regionalism: Explanation of Terms]. *Rehionalna istoriia Ukrainy – Regional history of Ukraine*. 2007. Vyp. 1. S. 13–28.
27. Vyshnevskiy O. Do pytannia pro kryterii otsinky pedahohichnoi spadshchyny [To the Question of Criteria for Evaluating Pedagogical Heritage]. *Vyshnevskiy O. Na shliakhu reform. Aktualni pytannia suchasnoi ukrainskoi osvity ta zmistu vykhovannia [On the Way to Reforms. Current Issues of Modern Ukrainian Education and the Content of Education]*. Drohobych: Kolo, 2005. S. 100–104.
28. Honcharov M. K. Metodolohiia pedahohichnoho doslidzhennia [Methodology of pedagogical research]. *Radianska shkola – The Soviet School*. 1966. № 2. S. 10–17.
29. Hrytsenko M. S., Lytvynov S. A. Aktualni pytannia istoryko-pedahohichnoi nauky [Actual Issues of Historical and Pedagogical Science]. *Radianska shkola – The Soviet School*. 1966. № 8. S. 100–101.
30. Hrytsenko M. S. Vazhlyvi etapy rozvytku istorii pedahohiky na Ukraini [Important Stages of the Development of the History of Pedagogy in Ukraine]. *Radianska shkola – The Soviet School*. 1968. № 2. S. 27–30.
31. Hudin D., Lennoks Dzh. Liudyna ta yii svitohliad: u poshukakh istyny i realnosti [Man and His Worldview: in Search of Truth and Reality]. Kyiv : UBT, 2006. T. 2. 376 s.
32. Hupan N. Aktualni problemy metodolohii istoryko-pedahohichnykh doslidzhen [Actual Problems of the Methodology of Historical and Pedagogical Research]. *Ridna shkola – The Native School*. 2013. № 4–5. S. 53–56.
33. Hupan N. Dzherelna baza istorii pedahohiky: poshuk pidkhodiv do systematyzatsii [Source Base of the History of Pedagogy: Search for Approaches to Systematization]. *Ridna shkola – The Native School*. 2013. № 8–9. S. 67–70.
34. Dzeverin O. H. Aktualni zavdannia istoryko-pedahohichnoi nauky [Actual Tasks of Historical and Pedagogical Science]. *Radianska shkola – The Soviet School*. 1960. № 1. S. 27–34.
35. Dzeverin O. H. Rozvytok istoryko-pedahohichnoi nauky v URSR [Development of Historical and Pedagogical Science in the Ukrainian SSR]. *Naukovi zapysky Naukovodoslidnogo instytutu pedahohiky URSR – Scientific Notes of the Research Institute of Pedagogy of the Ukrainian SSR*. T. VI. Kyiv : «Radianska shkola», 1957. S. 135–189.
36. Dichuk N. P. Biohrafichnyi metod yak instrument doslidzhennia vitchyznianoï istorii pedahohiky [Biographical Method as a Tool for Researching the National History of Pedagogy]. *Shliakh osvity – The Way of Education*. 2001. № 4. S. 15–19.
37. Zhuk S. I. Zakhidna istoriografiia ta epistemolohichni problemy istorychnoi nauky [Western Historiography and Epistemological Problems of Historical Science]. *Ukrainskyi istorychnyi zhurnal – The Ukrainian Historical Journal*. 1994. № 1. S. 45–53.
38. Ivanytsia H. Do marksivskoi metodolohii istorii pedahohiky (Problema sotsialno-henetychnoi analyzy) [To the Marxist Methodology of the History of Pedagogy (Problem of Socio-Genetic Analysis)]. *Zapysky Kyivskoho instytutu narodnoi osvity – Notes of the Kyiv Institute of National Education*. 1926. T. I. S. 9–21.
39. Kosmyna V. H. Problemy metodolohii tsyvilizatsiinoho analizu istorychnoho protsesu [Problems of the Methodology of Civilizational Analysis of the Historical Process]. Zaporizhzhia : Zaporizkyi natsionalnyi universytet, 2011. 310 s.
40. Krypiakivych I. P. Narysy metodyky istorychnykh doslidzhen [Essays on the methodology of historical research]. *Ukrainskyi istorychnyi zhurnal – The Ukrainian Historical Journal*. 1967. № 2. S. 100–106; № 3. S. 113–115; № 4. S. 106–108; № 7. S. 121–123; № 8. S. 113–116; № 9. S. 130–132; № 10. S. 94–97.



41. Kruhliak M. Problema tsinnisnoi navantazhenosti naukovooho znannia i obiektyvnosti vchenoho [The Problem of the Value Load of Scientific Knowledge and the Objectivity of the Scientist]. *Universytetska kafedra – University Department*. 2012. № 1. S. 50–57.

42. Kutsyi I. Tsyvilizatsiini identychnosti v ukrainskii istoriohrafii kintsia XVIII – pochatku XX st.: mizh Slovianshchynoiu ta Yevropoiu [Civilizational identities in Ukrainian Historiography of the late 18th and early 20th centuries: between the Slavs and Europe]. Ternopil : Pidruchnyky i posibnyky, 2016. 480 s.

44. Petrenko O. B. Do problemy klasyfikatsii dzherelnoi bazy istoryko-pedahohichnoho doslidzhennia [To the Problem of Classification of the Source Base of Historical and Pedagogical Research]. *Pedahohichniy dyskurs – Pedagogical Discourse*. Khmelnytskyi, 2013. Vyp. 15. S. 536–542.

45. Savchyn M. V. Metodolohemy psykholohii [Methodologies of Psychology]. Kyiv : Akademvydav, 2013. 224 s.

46. Strazhnikova I. V. Istoriohrafia rozvytku pedahohichnoi nauky u doslidzhenniakh Zakhidnoho rehionu Ukrainy (druha polovyna XX – pochatok XXI stolittia) [Historiography of the Development of Pedagogical Science in Studies of the Western Region of Ukraine (second half of the 20th – beginning of the 21st century)] : avtoref. dys. ... d-ra ped. nauk: 13.00.01. Ternopil, 2015. 39 s.

47. Telvak V. Teoretyko-metodolohichni pidstavy istorychnykh pohliadiv Mykhaila Hrushevskoho (kinets XIXh – pochatok XX stolittia) [Theoretical and Methodological Foundations of the Historical Views of Mykhailo Hrushevskyi (end of the 19th – beginning of the 20th century)]. Drohobych : «Vymir», 2002. 227 s.

48. Iakovenko N. Vstup do istorii [Introduction to History]. Kyiv: Krytyka, 2007. 375 s.

49. Iasko O. M. Pro vykorystannia dzherel u doslidzhenniakh z istorii radianskoi pedahohichnoi nauky [About the Use of Sources in Research on the History of Soviet Pedagogical Science]. *Radianska shkola – The Soviet School*. 1974. № 11. S. 7–12.

*c) information resources:*

50. Seiko N. Doslidzhennia istorii dobrochynnosti v sferi osvity Ukrainy: metodolohichni pidkhody do problemy [Research of the history of charity in the sphere of education of Ukraine: methodological approaches to the problem]. URL: [http://eprints.zu.edu.ua/5415/1/seiko\\_N.A\\_stattia.pdf](http://eprints.zu.edu.ua/5415/1/seiko_N.A_stattia.pdf)