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## Abstract

The article reveals the policy aspects of agricultural education establishment in Southern Ukraine. The contribution of leading scientists to the formation of agricultural schools has been studied.

This paper examines the stages of the agricultural education establishment in Southern Ukraine alongside the historical development of economic, social, cultural, and political life in the 19<sup>th</sup> – early 20<sup>th</sup> centuries due to reforms in the Russian Empire, including agricultural education. Our study focuses on the analysis of the agricultural education establishment in Southern Ukraine. The researched field includes materials of the archive of Odesa State Agrarian University; periodicals and electronic publications; narrative sources, in particular, the memoirs of professors of Odesa National University named after Ilya Mechnikov, Odesa Agricultural Institute, related with the agricultural education establishment in Southern Ukraine. The authors' attention focused on the history of content, forms, and methods of educational process in Odesa State Agrarian University and the agricultural education establishment in Southern Ukraine in the 19<sup>th</sup> – early 20<sup>th</sup> centuries, particularly the organizational materials of the agrarian education schools of the specified period are highlighted. The stages of the historical development of the agricultural education are clarified, historical changes in the content, forms, and methods of educational process in agricultural educational institutions in the 19<sup>th</sup> – early 20<sup>th</sup> centuries are revealed. A study of the development of the history of agricultural education in Ukraine in the 19<sup>th</sup> – early 20<sup>th</sup> centuries under the influence of changes in the socio-political, socio-economic, and cultural life of the Russian Empire, the Ukrainian Soviet Socialist Republic and modern Ukraine has been conducted. The development of the agricultural education system is illustrated. The authors trace the formation and development of agricultural education in general. The importance of the research results for use in the teaching of social sciences and humanities such as "History of Ukraine", "History of Ukrainian culture", "University Pedagogy" at Odesa State Agrarian University is proved.

**Keywords:** agricultural education, university, policy aspects, Odesa State Agrarian University, Southern Ukraine

## INTRODUCTION

Modern Ukrainian scholars adhere to the opinion that the future of Ukrainian agricultural education is not only in the implementation of foreign models of education and science but also in the use of the historical achievements of our state. In particular, the history of establishment and development of the oldest in the Southern Ukraine Odesa Agricultural Institute (Odesa State Agrarian University) can be traced in archival sources. The significant interest in aspects of the establishment and the development of agricultural schools in Ukraine are found in the researches dedicated to the content and organization of the network of agricultural schools (Bilan L.), in particular in the Poltava region (Mykhalyuk O.) and in the Kyiv region (Rybchenko D.) [1, 4, 5].

## OBJECTIVES OF THE ARTICLE

The purpose of the article is to analyze the little-known historical and political aspects of the dynamics of agricultural education in Southern Ukraine on the example of Odesa State Agrarian University.

## RESULTS

The opening of the University in the south of Ukraine for the development of agriculture, animal husbandry, horticulture, viticulture, was facilitated by a strong scientific and pedagogical base of Novorossiysk University (Odesa National University) and Novorossiysk Society of Naturalists (Odesa), where outstanding Odesa scientists T. G. Tanfilev, I. I. Mechnikov,



I. M. Sechenov, M. O. Umov, O. A. Vericho, V. V. Zalensky, P. A. Spiro and others have been working.

In 1908-1914, Professor A. M. Kryshstofovich of Novorossiysk University have been developing technologies for plant evolution and historical patterns of the world flora's growth.

In 1905, V. E. Tairov established the first research institution in the Russian Empire, the "Wine Station of Winegrowers and Winemakers," in Odesa.

Biologist B.B. Grinevetsky is well known for his work on anatomy, floristics, taxonomy, and botany. Academician D. K. Tretyakov performed many works on morphology, comparative anatomy, embryology, cytology, and phylogeny of the animal world.

The science of genetics was developed by A. O. Sapegin, who was a graduate of Novorossiysk University, where he has been an associate professor since 1910, and a professor since 1917. In 1912 he organized a small breeding station at the Odesa Agricultural Research Station, which became the basis for the formation of the Genetic Breeding Institute.

The embryological direction in the biological school was continued by outstanding scientists O. O. Kovalevsky, T. I. Tanfilev, M. G. Lingau, P. M. Buchinsky, etc. [3]

A particularly important role in the organization of the Institute belongs to the outstanding scientist, doctor of agronomy, professor of Novorossiysk University at the Department of Agronomy O. I. Nabokih. It was he, a student of the famous scientist in plant physiology D. Ivanovsky and no less famous soil scientist V. Dokuchaev, who became the founder of the world-famous Museum of Soils at Novorossiysk University. O. I. Nabokikh has been teaching agronomy in this institution since 1905. He transferred the part of this Soil Museum to the Odessa Agricultural Institute.

At the first meeting of the Council of the Institute, the curriculum of the 4-year course was approved, teachers and management were elected. Professor I. Tochidlovsky became the first head of the institute. The initial management structure of the Institute was quite simple: a Head, a secretary, and a Training and Control Commission, which headed two departments: crop and animal husbandry, and a year later a department of public agronomy was opened. It was professor O. I. Nabokih who had developed a draft curriculum [2].

The study showed that the teaching staff of the Institute in 1918 was sufficiently qualified, prepared for scientific and educational, as well as methodological and pedagogical activities. Following the existing rules, the management and teaching staff were recruited on a competitive basis. The criteria for their selection and evaluation were scientific papers, doctoral and master's theses, pedagogical abilities of candidates.

For example, 1st-year subjects in 1918 were taught by professors of Novorossiysk University: morphology and taxonomy of plants – Grinevetsky B. B., Serbinov L. L.; plant anatomy, plant physiology – Borovikov G. A.; inorganic chemistry – Petrenko-Krytchenko P. I.; organic chemistry – Pavlov P. M.; physics – Tochidlovsky I. Y., Kirilov E. A.; zoology of invertebrates – Lignau N. G.; anatomy, histology, embryology of animals – Tretyakov D. K.; crystallography – Sidorenko M. D.; meteorology, climatology – Tochidlovsky I. Y. and others [5].

The organization of the educational process at the institute significantly depended on the social and educational level of students. As a rule, graduates of gymnasiums, high schools, and secondary agricultural schools had the right to enter the Institute. According to the statistics of requirements for applicants, the number of students at the Institute, their status, and age had been changing annually.

The development of Odesa Agricultural Institute in the early 20<sup>th</sup> century was complicated by the constant change of government, the beginning of the civil war and "intervention" coincided chronologically in 1918-1920: World War I (1914-1918), the February Revolution (1917), the fall of the tsarist regime (1917), the founding of the Ukrainian Central Council (1917), the October coup in Russia and hostilities in Ukraine (1917-1920). The constant change of government, lack of teachers, transfer of power and subordination of schools to the temporary rulers of the city, and then to the Revolutionary Councils of Students, as a result – the cancellation of exams and point-based grading systems – these are not the complete description of the public life of students and the state of the Institute [3].

Despite the difficulties, in the first years of its activity, the Institute became one of the leading educational institutions, which trained agronomists, land managers, land reclamation workers, livestock breeders, and since the 1930s – winegrowers, fruit and vegetable growers, zootechnicians,



and veterinarians. By the beginning of World War II, more than 1,700 agricultural specialists had been trained for the "kolkhoz" and soviet farms.

The analysis of historical and pedagogical literature and dissertation researches allows us to state that the problem of formation and development of agricultural education in Southern Ukraine at the beginning of the 20<sup>th</sup> century in national historiography has not yet been a subject of holistic study and scientific research.

Studies show that the formation of the system of agricultural education in Southern Ukraine took place in the twentieth century. Large landowners were primarily interested in solving the problem of the spread of agricultural education on Ukrainian lands, as they owned huge estates, which brought meager income. With the change of political power related to the establishment of the Ukrainian People's Republic, then the Ukrainian Soviet Socialist Republic, which became part of the USSR, agricultural education was in high demand. Agricultural education underwent serious changes in the educational process during "collectivization". The quality of education dropped significantly, as a large number of specialists was needed to build "collective and state farm villages", but the Soviet government relied on ideology to recruit applicants, neglecting the general level of education of applicants. Qualitative change, both among students and teachers, we see in the second half of the 20<sup>th</sup> century. Today Odesa State Agrarian University is a leading agricultural education institution in Ukraine [4].

## CONCLUSIONS

Thus, the main factors in the development of agricultural education in Ukraine in the study period were: rapid development of agriculture and industry in Ukraine, which required multi-level training of agricultural specialists; self-government, which covered the entire economic and cultural life of the southern province and united various segments of the population who owned land; educational activities of agricultural associations, public organizations, and individuals who promoted agricultural knowledge among the Ukrainian population; scientific and pedagogical activity of scientists, outstanding specialists in Novorossiysk University (Odesa National University), and a set of disciplines provided training and practice for future agricultural specialists with a university degree, initiated and promoted the development of leading agricultural school in southern Ukraine – Odesa State Agrarian University.

The research results are actively used by teachers of the Department of Philosophy, History and Political Science of Odesa State Agrarian University in the teaching of social sciences and humanities "History of Ukraine", "History of Ukrainian culture", "University Pedagogy".

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