

Tymchuk L.I.

Sociocultural mission of adult education: historical lessons of 20-30's in XX century

*Tymchuk Liudmyla Ivanivna, Candidate of Pedagogical Sciences, Associate Professor (PhD)
Chernivtsi National University named after Y. Fedkovych, Chernivtsi, Ukraine*

Abstract. The article is on the torn role of adult education, as a complex socio-cultural phenomena, that in terms of crisis and transformation not only responds to changes which are taking place in society, but became one of the key elements of the creation and reproduction of cultural and ideological values of society and public opinion. Arguments as for the sociocultural mission of adult education, the author of the article finds through a retrospective analysis of adult education in Ukraine in the 20-30's of the XXth century, that is represented by a wide variety of organizational forms (schools of literacy, libraries, academic lectures, popular reading, People's University, cinema, etc.). Based on historical facts it is established that adult education was as a primary means of raising awareness of the Ukrainian people, and it was distributing the dominant political ideas among the people. We consider that it was a great influence of the Soviet public education on national self-determination and identification of Ukrainian people. Evolutionary changes are observed in the content and form of adult education in the direction of unification and transformation in political education, in the means of citizens of the Soviet Communist community, but they were not observed within Ukrainian nation. Gradually, the adapting of adult education took a great place in the new Soviet reality that in the future has to influence the transformation of the Ukrainian people in Soviet community.

Keywords: *adult education, school education, literacy, political education.*

Formulation of the problem in general and its connection with important scientific and practical tasks. Adult Education is recognized as a key resource of the harmonious development of modern society, an important and effective means of making changes in all spheres of life. A well-organized system of adult education, as it proved by international experience, provides a high social standard and quality of life, the necessary conditions for the life of every citizen, his political development, updating skills and creative self-reflection in society.

Adult Education as a part of National Education has been and remains an area that affects the livelihoods and strategic development of the people. Its essential content largely determines the scope of spiritual values, national identity and moral society.

Recognition of the importance of adult education in Ukraine determined the process of creating its own model of adult education, which is based on the best traditions of both international experience and the specifics of Ukrainian mentality, formed during the long-term development of national history and culture. Due to that statement, the reference to the history of adult education in Ukraine is of high importance. The study verified by the initiatives and polished traditions, critical analysis and reflection which can bring tangible social results in the development of the strategy and methodology of adult education is also obligatory.

The questions of History of Adult Education in Ukraine were the subject of scientific research in the works of L.Vovk, I.Vorobets, N.Koliada, L.Sihaieva, N.Pobirchenko, Y.Potochna, L.Shynkarenko, some aspects are analyzed in scientific publications of O.Anischenko, A.Barabash, L.Berezivska, D.Hertsyuk, V.Holobobov, O.Dzhus, S.Dmytrenko, T.Zavhorodna, O.Kapchenko, K.Kobchenko, O.Kovalchuk, B.Korolova, H.Liah, S.Lukianova, O.Martirosian, N.Mukan, Z.Nahachevska, I.Rusnak, O.Sitalo, B.Stuparyk, O.Suhomlynska, N.Chepurna, S.Cherkasova, M.Shepel, D.Scherbak etc.

The summary of available historical and pedagogical essays outlining the scale and diversity of adult education problem as a complex socio-cultural phenomena, that in terms of crisis and transformation not only responds some changes which are taking place in society, but became one of the key elements of the creation and reproduction of

cultural and ideological values of society and public opinion.

The goal of the article. To understand the current situation of adult education and its socio-cultural mission during the century, it is important to understand a large number of initiatives, known from the history. Due to the statement, in this publication we are intended to make a retrospective analysis of adult education of the 20-30's in the twentieth century - known in the history of Ukrainian state-building period, the making of the concept of Ukrainian national education against the backdrop of revolutionary reform in all spheres of social life, declaration of humanistic orientating education, the start of innovative teaching ideas, on the one hand and on the other - in terms of strengthening the ideology of Soviet communism.

The main material of the article. We know that in 1920 in Ukraine, as in other republics of the former USSR, carried out a broad program of economic development, spiritual and cultural life of the new, socialist principles, which had outlined the ruling Communist Party and the Soviet government. The prominent problems in this program took the issue of rebuilding a new system of general and professional education, as for rebuilding of a new society was needed an educated population, which could be able to increase production capacity and power of the state. However, the implementation of the plans was complicated by the problem of mass illiteracy of the people that continued not only by the absence of compulsory education for children, but also escalated due to the complex military-political and socio-economic situation. In order to overcome the mass illiteracy and improve the educational level of the population, Bolshevik Party launched an ambitious cultural and educational campaign in history is known as elimination of illiteracy.

However, we determine that the problem of education of the Ukrainian people was not the only challenge literacy classes, but also an indispensable part of the process of creation of the Ukrainian nation as the general trend of contemporary European nations. As historical sources are confirmed, the problem of elimination of illiteracy is more or less dealt with almost every European nation. Despite the fact that its decision depended on the characteristics of a particular state, Europe's trend was that the development of education was observed in close connection with the

problems of the formation of the nation and the creation of an independent state.

As for the Ukrainian people, it is known that in the 1920-1930 's ethnic Ukrainian lands were ruled by four nations: the USSR, Poland, Romania, Czech and Slovak Republic. Ukraine's status as a separate republic within the Soviet Union created a certain expectation of Ukrainian "intelligence" to the national state. Promising prospects marked the indigenization policy, known in the USSR under the name "ukrainization". CC CP(b)U and the USSR government introduced the Ukrainian language in schools, media and other areas of cultural, administrative and economic life. It became the official language of the republic. However, the term was widely used during the revolution of 1917-1920's as the official-business and conversational styles of everyday language. It was used when they talked about the need to introduce Ukrainian language in government and governance, institutions of education, culture, periodicals, etc. With the process of "ukrainization" were connected the changes taking place in different areas of society, e.g., social, cultural, military, spiritual, etc. Ukrainian national revival has triggered the significant part of the population to understand better themselves and their national community, to experience the role and importance of its history, culture, language and traditions. [11]

The important role in the period of our research played an adult education. It should be noted that as for the the totality of activities in the field of education and training of adults since the 90's of the XIX century it was used the term "after school education" [4, p.13]. This activity was carried out in the pre-Ukraine through a network of institutions (forms) of adult education, which include: Sunday school, people reading (reading) library courses for illiterate and uneducated, evening and repeated school, popular science lectures for the people, craft courses people's universities.

The main institutions of adult education in the 20-30's, which were created by official authorities were: 1) education of elimination of illiteracy (school diplomas or points literacy classes, school for illiteracy people, mugs individual group learning, Sunday schools, groups of self-education); 2) schools and courses of high type (evening workers and peasants school (courses) school for working teens and youth (school for young workers), part-time secondary school).

Under the conditions of approval of the Soviet authorities and large-scale deployment of the party-state structures of ideological and propaganda work among the population was gained significant development of adult education institutions Party: Marxist circles, schools political-educational Soviet-party schools, faculty's workers, workers' (proletarian) universities.

A large spread had also public initiatives which were limited to such forms of adult education as: libraries, books for sale, scientific lectures, reading people, people's university, cinema, theater, choir, folk orchestras, youth clubs, museums, tours and evening classes for adults.

Through the activities of a network of facilities and institutions, the general public was covered by education. The most common forms of education among adults were: lectures and reading, libraries, reading rooms, book stores, museums, literary and musical evenings, concerts, theater performances, tours, education for adults (Sunday schools,

evening classes and advanced courses) publication of educational literature and fiction.

Realizing first of all the wide educational goals, all forms of adult education exercised a direct influence on the formation of Ukrainian national identity.

Adult education in the context of mass illiteracy of the people had the role that it might conduct educational institutions for children in school-age. But the time was lost because there was only one way out, which was to organize adult education, which was a matter of course important and somewhat different from teaching children. They have to work with an adult people, elementary teaching reading might be combined with that worried in everyday life.

On the one hand, adult education in conditions of mass illiteracy was a means of raising awareness of the Ukrainian people, and on the other - was the way of spreading some political ideas among the people. And it is in this plane is observed the influence of the entire network of educational institutions for adults on the development of modern Ukrainian nation. In a process of elimination of illiteracy were combined with political illiteracy. After the establishment of Soviet power during some time actively continued to work Educational Society, established in previous years.

The nature of elimination of illiteracy work has changed. According to L.Vovk, during the establishment of Soviet power problem from the field of adult education teacher gradually transformed into the political sphere, a form of social and educational devotion turned to the only legally established one direction - political education [2].

In relation to the objectives of the adult population of the People's Commissariat of Education was in political education and the education of citizens Soviet republic in the spirit of communism, in full self-education and active involvement in the Soviet construction [10].

In an address to all the organizations of the Communist Party of Ukraine was clearly stated that the "Enlightenment" ("Prosvita") should be treated as a form of cultural and that "in the hands of the enemies will be a dangerous weapon against us, and in our own hands will be the powerful instrument of communist education, the more it is a common form of domestic and Ukrainian village"[1, p.70].

Rapid growth of village buildings for education in 1922 was made possible due to the "conversion" of "Enlightenment". The purpose of the Soviet adult education is not a national education of its influence on the formation of national identity and political education. In accordance with the declared goal was determined the content of educational activity. From the very beginning it had political-educational direction. The base of adult education was the native language and the history of Soviet reality, anti-religious principles. The approach to determining the content of education was proclaimed at the state level - political-educational, no alternative in terms of establishment of a totalitarian regime.

If mass illiteracy was one of the obstacles to the effective promotion of the Ukrainian national movement, in Soviet times, elimination of illiteracy of the population has turned into propaganda communism and proletarian internationalist movement. Center for Education works were illiterate liquidation items, so-called teaching. After the liquidation of organizations with the educational focus political-educational work in rural areas were peasant

houses (village houses for education), house - reading, and in cities - workers clubs, red corner in enterprises, state farms and collective farms.

The population of Ukraine, Ukrainian peasantry, had the negative attitude towards the political institutions of education.

During 1922 considerable attention was devoted to the promotion and organization of village houses for education as a single center political-educational work. By the time village houses for education were the mechanical center since before it was moved to the activities of "Education" library - reading room houses [6, p.125]. However, it is territorial stay indoors village houses for education enabled the Head of village houses for education, who appointed political education, monitor the work of other agencies, especially the "Enlightenment". According to M.Volobuiev, it was clear situation, that the development of new economic policy in the village has been favorable for the growing influence of the middle class, and hence his desire for political life. It is in such circumstances political-educational institutions could become an instrument of political influence and identification of "kulak ideology" [9, p.4].

For 1923 was the year of the final disposition of various educational institutions and bringing them to village houses for education. This unification occurred where there were village houses for education. And in those villages where they were not, left the house for reading as a kind of primitive cell of village house that later was to become a village house for education.

The nature of these transformations of various types of extracurricular institutions was evolutionary.

In 1923 at a meeting of the Political Education Ukraine considered the main issues and general political activities of educational institutions. In their speeches, the speakers announced that the focus should be paid political-educational work in rural areas, while not weaken the work of the proletariat. One of the speakers focused on the fact that the national question in the educational work is important and it should be kept in mind when considering each agenda item [1, p.72].

Specially organized seminars nationwide agencies illiteracy workers, workers who came to provincial and county emergency committees of elimination of illiteracy, seen as a purely pedagogical issues (transition from sound teaching method to the method of entire images, the analytic- synthetic) and methods of agitation and propaganda [1, p.72].

It should be kept in mind that the attitude of illiterate peasants to education has been mixed from a desire to learn how to write to outright unwillingness to learn through family and domestic issues, but the majority expressed their desire to learn "in our country, in the Ukrainian language".

The proclamation of the Ukrainianization has legitimized as aspirations of citizens.

However, ukrainization as it is formulated by B.Zatonskyi - it's the best way to "have look into the soul" of Ukrainian peasants. Ukrainianization of servants was made in order to the apparatus of the communist regime without "looking to the dictionary", communicate with the "man" [5, p.6].

Encouraging of the development of the Ukrainian language in urban centers has cleared the borders that were dividing by Russian and Ukrainian cities villages.

As for arrangement of elimination of illiteracy a committee was organized consisting of four (head of the village council, a representative of the Committee of Beggar farmers ("combegfarm"), Young Communist League and District Department of Education) and the Head of the post of elimination of illiteracy ("literacy classes") - a local teacher. According to the recommendations of the Commission of the emphasis in the work the teacher had to make anti-religious propaganda and paying attention to political information that tell the peasants of the Soviet governing bodies and generally keep the conversation on topics of a political nature.

Despite of the desire to study in Ukrainian peasants, they were sent a Russian "ABC (Primer) after Elkina for illiterate". Three-month study, the sense of which was to learn to read, write, count and "become politically literate" was not sufficiently effective as not native language books were unclear to farmers and circumstances of life are not contributing effectively to education [3].

Such forms of work such as reading lectures, discussions, a variety of courses, performances, tours, exhibits, new proletarian holiday work directed at educated, conscious proletarian-Soviet citizen. Quantitative growth of institutions for adult education meant more and qualitative changes in the essential content of the base of such education. Collective learning was expanding. Adult education concentrated in the hands of state institutions the Head of political education. Education and other forms of national educational institutions were subordinated to the Soviet one.

The content and basic forms of adult education during this period evolved and "were improved" toward indoctrination, that is directed efforts to form a Soviet identity. The aim was to nurture someone who can build socialism. In Soviet education as a whole in the state, were subordinate by personal interests to the public interest. While the principles of the national school were focused on educating people who can win and build an independent Ukrainian state, where private and public interests can harmoniously coexist with the activities of citizens of the state.

In the base of the work of elimination of illiteracy was taken a political-education, native language and mathematics were based on political-education. At school of literate, except for the mother tongue and mathematics, were studied social science, "word science and economic geography". The basis of complex literate school was the social studies [3].

It was an opinion that the form of the elimination of illiteracy in rural areas more than anywhere else you need to start with political-educational work - collective reading newspaper with cup of Agronomy and others. The question was raised that the post of elimination of illiteracy that puts the main purpose of the technical liquidation of illiteracy, not suitable for the village as well as the option of elimination of illiteracy considered agricultural or newspaper group.

The organization of elimination of illiteracy occupied the main stage in political-educational work. Some regional conventions, initiated by the delegates, were introduced amendments to the resolution, by which district executive committees must not issue the required certificates from the registrar's office illiterate boys and girls who wanted to get married, as long as they do not learn to read and write;

primarily sent to community work in the manner penalty of illiterates who will shy away from attendance literacy classes. It was a task by all means to drag the youth of the village from morning and evening parties on liquidation items and others. Business political-educational institutions held in the form of readings, talks and lectures, mainly from agricultural and natural issues.

At the state, officially activity in education was seen as a "struggle for the education of the working masses - struggle to build socialism". In fact was realized the slogan as "the masses of the working people - education". Implementing practical components of this task was as follows: first, the elimination of illiteracy among adults and children, and secondly, weapons masses elementary technical literacy, and thirdly, on the basis of said elementary preconditions move to implement a cultural revolution - the restructuring of the entire human life, guiding human relations into the mainstream of teamwork, strong and last fight with the descendants of the old life, individualism, into the mainstream of building communism. That combined these education activities of workers in such task: making education work of a true instrument of state propaganda and building communism.

L.Vovk states that since the 1927-1928 the strikingly bigger and proving unification of education was. The centre tries to determine orientation, content and psychological parameters of all forms of education, and adult education became an object of class struggle and the struggle of local nationalism [2].

In 1930 A.Radchenko wrote in his "Diary", which in a village the national idea was established, and the farmer was no longer shapeless "crest" or "Little Russian", but Ukrainian. Modern Ukrainian historians believe that the policy Ukrainianization allowed the Ukrainian people understand themselves national community, to experience the value of language, culture and traditions as a nation of spiritual factors [1, p.76].

The library business was directed at finding everything important about literacy as one of the forms of adult education. The libraries at the time were one of the most important parts of village houses for education - political-educational work single center in the village. These institutions were, firstly, to awaken an interest in books and newspapers among illiterate by reading aloud propaganda books and literacy. Secondly, to make the students literacy classes or school illiteracy to read books and newspapers, and the ability to bring up the need to use books at the level of cultural habits and skills [8]. In the "Advisor of political-educational work in the countryside" was noted that educational activities must be closely linked to the objectives of political, economic and Soviet construction and should strengthen its books and newspapers that best reflect and explain Soviet modernity [9].

The fight against illiteracy was conducted with a view to not only allow employees to master the written word, but also use it to rise and strengthen their class consciousness, to the rise of activity in the construction of a new life, turn to teach the book in political life, in work and in life. Numerous observations and experience certainly argue that small favor give lectures, reports, talk, show, tour, etc., when they are not supported by the book. It is also quite different, better, the effects of giving mass political agita-

tion and propaganda, as they are based on the book, are amplified through the influence of books and newspapers.

As in the city the book fell into the village in two ways: through trade, while farmer bought it in private ownership and through the library when he got out of it for temporary use. Farmers began to buy books, but mostly those related to agriculture. Books have not yet become everyday occurrence in the lives of villagers, most necessary thing in life and economic activities of farmers. Therefore, the distribution of books to the library through the village (including also expensiveness of the books for poor peasants) remained in effect at the time the only source from which the farmer is not associated with the city could get a book and a newspaper. Therefore, the establishment of libraries in rural areas was one of the most important problems in the field of education.

Specific content of the work of rural libraries, as well as all political-educational work at all, should be improving of the political, agricultural and general cultural level of the general rural population.

The most attention should be paid to the recommended principles of the library fund. In order to that on the pages of "Advisor of library work in rural areas" was offered such scheme: General Division - 3%, Social Sciences and History - 15%, science and anti-religious propaganda - 10%, agricultural knowledge - 30%, fiction - 35%, handicraft industry and other industry knowledge - 3%, health education - 2%, the arts and sport - 1%, Geography - 1% [8, p.4].

The Department of Social Sciences was supposed to complete the so-called Leninist literature, that is, the life and activities of V.Lenin, the main works of V.Lenin as for the peasantry, about cooperation, worker and peasant women, the bureaucracy, articles and speeches on other major issues Soviet construction practices. The list of required books were listed some of Leninism, like Popov and Yakovlev "Life of Lenin and Leninism" or Kerzhentseva "Introduction to the Study Leninism", Y.Stalin "On Lenin and Leninism". From the history of the party was also desirable to have a popular book. The Department of Social Science must have completed fiction book about the trade union movement, brother ship and of Soviet construction in rural areas [8].

The Department of Natural Sciences has been associated with anti-religious literature. Primarily because of the nature of literature has to provide a scientific explanation of all the phenomena of nature, the origin and meaning of religion (anti-religious propaganda) required for understanding the phenomena with which the reader is found in agriculture and in life, and to establish a permanent and systematic work anti- religion.

One of the first places in the library structure was fiction as the most affordable form of presentation was fascinated readers and the best material to teach reading in general, develop an interest in books and convert the reader to systematically work on the self. Department of fiction recommended to complete the works on social themes, such as books that depicted a picture of the revolutionary struggle in the past - M.Gorkii "The 9th of January", "Mother", M.Kotsiubinskyi "Fata Morgana" etc., life of the workers and peasants here and in other countries, life in the colonies and colonial peoples fighting for their liberation - Bybyk "To Broad Road", "On the Black Band" V.Vynnychenko

"By Car", "Kuz and Hrytsun", O.Serafimovych "Worker's Stories", Sinclair "Slum", S.Vasylychenko "Peasant Arithmetic", I.Franko "Forests and Pastures", the struggle of man at the front work - Kelerman "The Tunnel", J.London "The Iron Heel". The library should have as much of the works of M.Kotsiubynskyi, I.Franko, V.Vynnychenko, A.Teslenko, O.Dosvitnii, M.Hvylovyi, O.Vyshnia and others.

Even a special series of fiction "Farmer's Libraries" was created, which consisted of 19 booklets. The works were by: P.Pancha, O.Kopylenko, M.Hvylovoyi, S.Pylypenko, M.Polischuk, H.Kotsiuba, S.Pavlenko, V.Temchenko, I.Senchenko, M.Ivchenko, V.Vrazhlyvyi, A.Holovko, B.Yaroshenko under the general editorship S.Pylypenko. If you divided the whole series of books into sections or topics, the largest by number of stories - a civil war (40%). Followed by a story on anti-religious themes, including "Battle Monk", "Outside Life" P.Pancha "Child of God", "The Jerusalem Grace" by V.Temchenko.

Some illustration of the nature of the Ukrainianization may be an example of editions of T.Shevchenko. By 1925 Shevchenko's works were not on the market. In 1927 all the country's publishing group managed to issue 32 000 copies of poems by T.Shevchenko. So plausible is the idea that poetry of T.Shevchenko evoked the spirit of anti-national and all other oppression.

To do the monitoring of the current new edition of the book, the magazine "Farmhouse" and the magazine "Peasant's house reading room" and in the newspapers for the village bibliographic review sections contain detailed information about the new book market. The case of acquisition, if there were some funds, depended on the competence of the librarian.

Actually, on the pages of "Advisor political-educational work in the countryside" was placed a list of newspapers and magazines that were recommended to subscribe to village houses for education and reading rooms. Of the list that was provided in the amount of seven newspapers and magazines forty-four were labeled the ones that were considered mandatory for subscription. These include newspapers such as "The Truth" and "Izvestia" by Moscow publishing house and "News", "Communist", "Soviet village" - were Kharkiv newspaper. Of the list of recommended journals Ukrainian and Russian, again Kharkiv and Moscow bound books were: "Agitation and Propaganda", "Bezvirnyk", "Bolshevik Ukraine", "Movie", "Cinema Week", "Kommunarka of Ukraine", "Physical Education Journal", "Journal of Movement in Ukraine", "Knowledge", "Red Pepper", "Universe", "Agricultural Proletariat", "Peasant's house reading room", "Red librarian", "Self-education Help", "Agriculturist for Himself", "Village Theater", "The Way to health", "Red Cry", "Life and Revolution", "Unreligious", "Crocodile", "Spotlight" and others [9].

However, we must consider the fact that the book funds a significant number of libraries filled since the XIX century and especially in the period of "Enlightenment", during the national liberation struggle. A book of this period, the movement was very active in terms of the nature of the subject of books.

In order to promote the book created even called mobile libraries, which were to have an average of 50-150 books. Took on special significance to popularize the book in the countryside, as in life writing and the book was not a thing

of daily necessity, without which it was impossible to live every day. Libraries are essential in an accessible form also because the books were expensive for farmers. In such circumstances, the book becomes available to the reader through a network of libraries.

In workers' clubs ukrainization was held very slowly, that is why library and art work should be carried out relevant work. The policy of the Party in the case Ukrainianization they regarded only as arrangement for the masses, members village houses for education, reading rooms, lectures - reports and general study of Ukrainian history, Ukrainian literature, the history of revolutions in Ukraine, Ukraine economical geography, that clarify the situation, which was in Ukraine. One of the huge events that created the possibility of a political-education agencies unite and direct the work was arranging holidays and anniversaries of prominent figures of Ukrainian culture and art (such as Ivan Franko, Taras Shevchenko).

The book Funds rural libraries have the most books in Ukrainian. On the one hand, the development of Ukrainian Literature and Revolution in Ukraine, Ukrainian Printing helped to realize themselves as members of the Ukrainian nation on the other - it was just part of the changes in school education. More consistently and systematically, became more controlled totalitarisation of all spheres of public life, including education.

Some political-educational task relied on the radio as a powerful means of agitation and propaganda. In the village houses for education, reading rooms, workers' clubs in the village, where there were speakers recommended to organize collective listening radio. Children's concerts and community radio newspaper "Komsomolskaia", lectures, concerts - all deemed material for political education. Thus, there is a significant caveat to listen only broadcasts from Moscow and Kharkiv, but rarely could enable foreign radio stations. Based on those educational tasks that rely on radio, the People's Commissariat of Education of Ukraine planned to cover the entire territory of a radio receiving station of USSR [1, p.81].

In close relationship with the installation of radio, cinema and an increase cinema network were one of the objectives and plans of the Soviet regime. In 1925, 60 % of all the movies that were shown were Soviet-made, including the "Landlord", "Ostap Bandura", "Ukrasia", "Stephan Haltyryn", "Brigade commander Ivanov" and others. The film industry was working on making films for ideological and political education of the people.

The most widespread were also Ukrainian trends and deliberate use of elements of Soviet proletarian folk at various festivals, celebrations, demonstrations. Intelligent people tried to use all of the features that came with the appearance to support the process of social integration and the rise of national consciousness. Soviet party-state programs of education and instruction focused on the formation of the builder of communism. As a result of public policy and business intelligence was spread among the villagers some conflicting settings, which was the cause of national and Soviet identity.

From all the previous periods Ukrainian national revival period Ukrainianization was the best foundation for implementing the aspirations of the intelligentsia in the field of education. State support for regular school activities intellectuals helped to concentrate on educational work,

and ukrainization was the latest attempt to bring the national intelligentsia living word to the students. In terms of public cultural policy, it was a pseudo, but in terms of the contribution of intellectuals - a new stage of Ukrainian revival. While communist leaders were close-minded to the Ukrainian intelligentsia in the end they were part of the scientific and pedagogical intelligentsia. But they are different looking at the role of education.

Conclusions. Thus, the general functioning of the network of adult education provided the principle of mass education formation of modern Ukrainian nation as a socio-cultural community.

At the same time, the occupancy of the content of education was rather ambiguous effect on national self-determination and identification of Ukrainian people. In the context of national policies and NEP, especially the Ukrainianization seemingly adult education would develop positively in terms of nation-building criteria. However, widespread has not provided a quality education that not only language, but also substantially contributed to the formation of national identity. In this case, the adult education Ukrainian nation-building process is largely lost the potential that have been advocated nationally conscious Ukrainian intelligentsia.

With the establishment and consolidation of Soviet power there have been changes in the forms of adult educa-

tion in the direction of unification and transformation in political education. As positive aspects should be evaluated efforts to provide training in local language, this principle allowed to legalize declared policy of Ukrainianization. However, if we evaluate meaningful educational change process, things were not so optimistic. The manning of libraries implementing of systematic proletarian parties, ignoring national traditions and myths, or of their adaptation to the new Soviet reality in learning the general population did not contribute to the consolidation of Ukrainian national community. The political-educational nature of learning, the so-called Soviet mythology, should be interpreted as negative trends in the socio-cultural position of the Ukrainian people as a complete nation. Strengthening of party influence in education and institute a totalitarian regime worsened in the state educational factors nation-building, and even to a certain extent has suspended the process of formation of the modern Ukrainian nation.

The trends of change content of adult education were quite controversial, because both values combined Ukrainian community and the proletarian Soviet regime with the prospect of forming citizens of the Soviet Communist community, not the Ukrainian nation. Gradually adapting adult education took place in the new Soviet reality that in the future was to influence the transformation of the Ukrainian people into the Soviet community.

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Тымчук Л.И.

Социокультурная миссия образования взрослых: Исторические уроки 20-30-х годов XX века

Аннотация. В статье разрабатывается роль образования взрослых как сложного социокультурного явления, которое в кризисных и трансформационных условиях не только чувственно реагирует на изменения, происходящие в обществе, но и выступает одним из основных элементов создания и репродуцирования культурных и идеологических ценностей общества, формирования общественного мнения. Аргументы социокультурной миссии образования взрослых автор статьи находит путем осуществления ретроспективного анализа развития образования взрослых в Украине в 20-30-е годы XX века. Отмечено, что тогдашнее образование взрослых представлено широким многообразием организационных форм (учебные заведения системы ликвидации неграмотности, библиотеки, научные лекции, народные чтения, народный университет, кинематограф и т.д.). На основе исторических фактов установлено, что образование взрослых было как основным средством повышения уровня образованности украинского народа, так и доминирующим путем распространения политических идей среди народа. Рассматривается неоднозначность влияния советского массового образования на национальное самоопределение и индентификацию украинского народа. Прослеживаются эволюционные изменения в содержании и формах образования взрослых в направлении его унификации и превращения в политпросвещение, средства формирования граждан советского коммунистического сообщества, а не украинской нации. Постепенно происходила адаптация образования взрослых к новой советской действительности, которая в перспективе должна была влиять на процесс трансформации украинского народа в советскую общность.

Ключевые слова: образование взрослых, внешкольное образование, ликвидация неграмотности, политпросвещение.