

**ЕКОНОМІКА ТА УПРАВЛІННЯ  
НАУКОВО-ОСВІТНЬОЮ ДІЯЛЬНІСТЮ  
ECONOMY AND MANAGEMENT OF SCIENTIFIC  
AND EDUCATIONAL ACTIVITIES**

УДК 94 (07)

Т.Б. Гриневич, Л.В. Цубов

Національний університет “Львівська політехніка”

**ВИКОРИСТАННЯ КРАЄЗНАВЧОГО МАТЕРІАЛУ  
У НАВЧАЛЬНОМУ ТА ВИХОВНОМУ ПРОЦЕСІ У ВИЩІЙ ШКОЛІ  
НЕГУМАНІТАРНОГО ПРОФІЛЮ НАВЧАННЯ**

© Гриневич Т.Б., Цубов Л.В., 2014

Проаналізовано залучення краєзнавчого матеріалу при вивченні загальнообов'язкових дисциплін на прикладі інтеграції із курсом “Історії України” за програмою її викладання для студентів Інституту підприємництва та перспективних технологій Національного університету “Львівська політехніка”. Розглянуто краєзнавчий матеріал, який для прикладу буде стосуватися саме регіону розташування навчального закладу – Західної України, а зокрема Прикарпаття. Така спрямованість зумовлена уже проведеною апробацією інтеграції краєзнавства у навчальний процес, яка проводиться викладачами університету та може слугувати для них і практичними порадами на майбутнє. Наведено приклади з інтеграції із краєзнавчим матеріалом інших регіонів, які показують широкі можливості для орієнтації навчального матеріалу з історії України та для приближення його до потреб та інтересів студентів, зацікавлення їх вивченням предмета. Інтеграція із краєзнавством дасть змогу наблизити для студентів історію, як частину їх повсякденного життя, сформулювати розуміння минулого, як безпосередньої основи та коренів сучасності. Використано приклади із історії конкретного середовища життя студентів, що сприятиме розширенню їх загальноінтелектуального кругозору, зацікавленості вивченням курсу історії, так і піднесенням патріотичних почуттів любові та прив'язаності до рідного краю.

**Ключові слова:** інтеграція, зацікавлення, краєзнавство, історія України.

T.B. Grynevych, L.V. Tsubov

Lviv Polytechnic National University

**APPLICATION OF COUNTRY STUDYING MATERIAL  
TO ACADEMIC AND EDUCATIONAL PROCESS IN HIGHER  
NON-HUMANITARIAN EDUCATION PROFILE**

© Grynevych T.B., Tsubov L.V., 2014

In this paper will be analyzed the country studying materials concerning teaching of mandatory disciplines by the integration of “The history of Ukraine” course in accordance to the curricular programs for the students of the Institute of Business and Perspective Technology of Lviv Polytechnic National University. In presented materials as an example was taken Western region of Ukraine, especially Subcarpathian. This focus has caused the

integration of country studying into the learning process, which is conducted by teachers of the University and can be used by them in a practical way in future. For a modern educational and methodological science is necessary to fill the gaps due to the lack of publications devoted to the issue of orientation study material for the course of The history of Ukraine for the educational needs of students that have economic learning profile. It's essential to present issues and problems where it is possible to integrate The history and country study in order to show possible ways of their implementation and application to specific training techniques.

The stated problems and examples show wide opportunities for the targeting of educational material on the history of Ukraine for its approximation to the needs and interests of students, their interest in learning the subject. Integration with country studying will bring the history to students as a part of their daily lives, promoting the understanding of the past, as a direct basis and roots of modernity. A significant role in this is the use of examples from the history of the students' specific living environment. This, in turn, will help to expand the horizons of the students' general outlook, their interest in studying history and the rise of the patriotic feelings of love and attachment to the homeland.

This paper can be expanded by many other examples of the educational material integration that can serve as a complete substitute for those presented in this article. Also, the work can be developed into a thorough monographic study that would elucidate the content problems of history education in high school and would develop the methodological framework in the outlined direction of the educational activity. It is viewed as being promising to present the opportunities to involve the country studying materials to other disciplines such as the history of Ukrainian culture or culture studies. It should also be pointed out that the given problem should be illustrated with the examples of integration with the country studying of other regions. Such adaptation of the delivered material content is predetermined by the peculiarity of the country studying facts in every region of the country.

**Key words:** integration, interest, country studying, the history of Ukraine.

**Statement of the problem.** In modern society, an important place is taken by the processes of the globalization and global integration. They lead to a fundamental shifts both in the material culture and spiritual life and also in the outlook of people. But along with these macro processes, there is a deep interest in the micro level by communities and some individuals. The key is the search of personal identity and distinctions between others. Interest in folk culture, regional identity are factors that help people not to get lost in a global society. The primary role in these processes is given to the investigating of The country studying in the breadth of its range of Regional Geography, Ethnography and History of Regional Studies. Therefore the main goal of this should be patriotic upbringing towards "homeland." After all, in today's world is becoming increasingly important regional awareness, fostering culture identity and history of native land, which are much closer to our everyday life. Often artificial ideological construction of large global organizations and communities threaten with the colonialism and imperial encroachment, destruction of the fundamental principles of modern society as pluralism and democracy. The special feature of regional ethnography issues is the possibility of integration with many academic disciplines. Certainly the most productive and widely it can be used on the humanities-oriented subjects, a number of which are mandatory for learning in higher education.

**Analysis of recent research and publications** shows that in the modern scientific – methodological and educational literature much attention is devoted to the problem of determining the content of education. In particular identified the task of studying in higher education institutions of the mandatory normative courses in the various humanities disciplines. Significant place is devoted to teaching and learning the subject "The history of Ukraine". Goals, objectives and main problems in gaining knowledge, abilities and skills of the course are outlined in numerous educational and curricular programs which were developed by the Ministry of Education as well as in most of schools [7]. In the range of publications also raised a number of issues concerning teaching of non-humanitarian students the discipline The history of

Ukraine. These are articles of Y.A.Fedorenko [12]. There are a number of publications of Russian researchers that have to do with such problems in Russian universities [11]. But among modern literature there're no papers devoted to the problem of integration of the country study material from the course of "The history of Ukraine" for non-humanitarian university students. The discipline The country studying is taught as a separate academic discipline only in certain humanitarian specialities.

**Objectives.** In this article will be analyzed the country study materials concerning teaching of mandatory disciplines by the integration of The history of Ukraine course in accordance to the curricular programs for the students of the Institute of Business and Perspective Technology of Lviv Polytechnic National University. In presented materials as an example was taken Western region of Ukraine, especially Subcarpathian because in this region the Institute is located. This focus has caused the integration of regional studies into the learning process, which is conducted by teachers of the University and can be used by them in a practical way in future. For a modern educational and methodological science is necessary to fill the gaps due to the lack of publications devoted to the issue of orientation study material for the course of The History of Ukraine for the educational needs of students that have economic learning profile. It's essential to present issues and problems where it is possible to integrate History and Country Studying in order to show possible ways of their implementation and application to specific training techniques.

**The main material of the research.** One of the most crucial components of higher education is a study the whole complex of the humanities. Unfortunately, the humanities often do not belong to the main subjects and because of that students decide that they are so-called "less important" and thus even "unnecessary". However, it's the task of the humanities to be integrated in order to form a proper high intellectual level, advanced outlook and broad-minded person with a higher education. Since, the university education should create "universally" developed and informed individual in different spheres of human existence.

Problematics of The country studying in the learning and training process can play an important role in provoking the students' interest for studying of the humanities. The great importance plays the proximity of many problems to real life. Since people who are engaged in the studying process, they encounter with the facts and have a direct connection with real life and their ancestors. By identifying the past, people begin to deepen their understanding of themselves and the genesis of their existence. On the other hand, The country studying makes it possible to expand the knowledge of our daily environment. Knowledge about the objects with which the person comes across periodically will shape the understanding of our role in life.

In the educational process of higher school is the greatest opportunity to explore the Country Study Through History and Ethnography of native land through the integration of educational material with mandatory subjects as The history of Ukraine, The history of Ukrainian culture" and The culture.

One should apply to archaeological material by studying the topic "The Origin and Formation of the State System of Ukrainian lands. Ukrainian Statehood in the Rus' Period". So turning to the question of human origins during stay on the territory of Ukraine, we should give facts about the beginnings of colonization of these lands exactly in the Western regions (The traces of the first people in the Ukraine recorded in the village Korolevo in Transcarpathian region). Students should be provided with information about numerous archaeological cultures that varied across the territory of the country for thousands of years. For better visibility you can hold an optional excursion to the local history museums which contains these historical attractions. Developing spatial and geographic representations, students can draw a map of the location settlements in the specified period of time. While working on this map students can conclude about the features of demography of the region in ancient times, specificity of its settlement and make assumptions about their collaboration between their own and neighboring cultures. It should be emphasized that the population of Subcarpathian region was a part of a large cultural unity of Central and Western Europe that were common to the Atlantic Ocean. This was period of the Corded Ware culture, Hallstatt and La Tène culture. The latter of which belonged to the powerful Celtic tribes. For students' self-study among variety of works "History of Ukrainian SSR" can be recommended [4].

Making review on the history of the ancient period should be emphasized that it was a long time of the independent existence of own state in the form of Galician Kingdom and Galicia – Volynia Kingdom. At that time Galicia becomes a powerful independent player in the arena of international politics in Central and Eastern Europe, which not only defended its independence against the encroachments of Kiev princes, Poland, Hungary, the Golden Horde, but also Galicia kept on its own territorial expansion. We must pay attention to the fact that Western vector of Halych's foreign policy often dominated its political activity in relation to Kyiv and other Rus kingdoms. Students can try to find differences in social structure and cultural artifacts of Galicia from existing in other kingdoms of Kievan Rus or they can visit the ruins of military and religious architecture of Galicia-Volynian Kingdom in the village Urych (Fortress of Tustan') and Galicia. In the study of this subject, students can use a variety of monographs devoted to the history of Galicia – Volynia Kingdom, such as work of Ivan Kryp'yakevych [5].

Studying the topic "Ukrainian Lands as a Part of the Foreign Countries (XIV–XVI). Ukraine in the XVI – first half of XVII century" we should pay attention to the issue of integration in Carpathian political body of the Kingdom of Poland. This process was largely held safely for local people and with their strong support. During the lectures, there is a necessity to emphasize multicultural and multi-religious population of the region, which has shaped all its peculiarities and cultural richness. Students should explore the history of their settlements in the Catholic and Protestant churches, Jewish synagogues from the Middle Ages until 1945 and also conduct a research of the architectural monuments in the towns of Galicia, which were built in the Polish-Lithuanian time. On this basis, students should take a view on the characteristics of architectural styles and distinguish their particular features observed on specific buildings. They can analyze the features of planning and urban development and its relation to the terms of the socio-economic life of the citizens. To carry out such research students can consult a number of historical and local history guides of some separate cities or guides of the region as a whole.

Studying the topic "Cossack hetman state. The destruction of the Ukrainian statehood by the Russian autocracy" one should pay attention to the historical development of Subcarpathia in the second half of XVII–XVIII c. One can resort to the study of war against the attacks of the Turks and the Tatars in 1670–1680's, which are associated with many memorable places in the region – Lviv, Kamyanets-Podilsky, Terebovlya, castles of the so called "Golden Horseshoe" and others, which can be visited in the course of the tours. It should also be emphasized that Subcarpathia had such regional form of social struggle as the Opryshki movement. Based on the local folklore materials, students can prepare legends and stories about the activity of the opryshki leaders in the particular regions.

In the topic "National statist idea at the time of Ukraine being under the rule of the Russian and Austro – Hungarian empires", the students' attention should be drawn to Galicia being a part of the Western European cultural space while the Dnieper Ukraine developed in the cultural environment of the Russian Empire, combining features of the Byzantine and the East Asian civilizations. Students should acquire knowledge about the specific processes of the development of civic awareness through the self-organization of people in the region for the creation of schools, libraries, network of such organizations as Prosvita, Plast, Sokil, etc. Students should also study the function of the cooperative network. Studying the economic processes one should pay attention to the peculiarities of the economic development of such mining and industrial centre as Boryslav-Drohobych oil deposit. It is important to study the history of the Greek Catholic Church and its national, political, cultural, and educational activities. Studying the life of the region's population one can use the examples of the peculiar features of the loggers' craft in the Carpathians. In the process of studying, it is advisable to get acquainted with the peculiarity of the local city architecture using the example of monuments in Lviv, Drohobych, Ivano-Frankivsk and other cities. One can also take at our to Nahuyevychi village, the place of birth and youth of Ivan Franko, one of the greatest figures in Galicia. Students should be offered to conduct practical scientific historical and country studying research. In the course of it, based on the supporting literature, media, old postcards, and photo cards, they have to make plans/schemes of their cities indicating the ancient street names and other objects of the urban landscape. While working, it is advisable to conduct the comparative analysis of the past and present of the urban building and to determine the peculiarities of these processes. Some students can perform the individual research work on studying the history of their house or street. Here again, historical

and regional guide books will help the students. For the additional training, students can use the monograph by Y. Hrytsak devoted to the activity of Ivan Franko and its connection with the life of the region [2].

Delivering the topic “Ukrainian national revolution of 1917-1921. Restoration of the Ukrainian statehood” one should pay attention to the problems in the history of The West Ukrainian People’s Republic, the new stage of the independent state forming in Galicia. Students can be offered to find differences in the activities of the state building, which were held by the governments of The West Ukrainian People’s Republic and The Ukrainian People’s Republic (the government economic and social policies, the peculiar approaches to the formation of authority, political and ideological orientation of the politicians in Galicia and the Dnieper Ukraine, etc.). Students can independently carry out a little research studying the biographies of the famous countrymen, who fought for the independence of the West Ukrainian Peoples’ Republic. It is possible to deliver optional tours to the places of the Legion of Ukrainian Sich Riflemen and The Ukrainian Galician Army battles during World War I and the national liberation struggle, to the cemeteries (e.g. Makivka mountain or Lysonya mountain, cemetery of The Ukrainian Galician Army soldiers in Lychakiv district). It is expedient to draw students’ attention to the rich sources of information presented by memoirs and press as well as by general research literature concerning the events of 1918-1920 in Galicia, particularly about the history of the Legion of Ukrainian Sich Riflemen and the West Ukrainian Peoples’ Republic [6].

In terms of the topic “Basic rules of the Ukrainian statehood development in the interwar period and during World War II (1939-1945)”, it is important to draw attention to the peculiarities of the Galician existence under the Soviet and German occupation. Students can be offered to form lists of the national liberation struggle participants. On their basis, it is possible to create the book of memory about the victims of war. Studying the topic it would be interesting to use the local residents’ memories about the events of World War II, and their life under occupation; in case of the possibility the meeting with the living witness of those events can be held. This method would allow the students to perceive the history as part of life of the particular people, to make it more personalized and devoid of abstraction. Evidence of the living witnesses can be collected in a separate work, which can be an independent study of a large scientific weight.

Studying the topic “Determinant tendencies of the Ukrainian statehood development under totalitarian Soviet system” students should acquire knowledge about peculiarities of the transformation of the socio-economic and cultural life of the region inhabitants under the Soviet rule. It should be pointed out that Galicia was the cradle of the national and religious consciousness, and the ideas opposing the Soviet authorities and rule were always popular among its population. In 1980’s, Galicia started the struggle for the independent state formation on political and national ground on the contrary to the Central and Eastern Ukraine, where this process was characterized by the desire of economic separation from Russia and the aspiration of local communist elite to become independent from Moscow authorities. Students can use regional press to describe particular parts of history of the particular region or town. For example, with the help of press of the end of 1980’s, one can trace the events of the national revival in the particular town. The life of the separate towns in the Soviet era can be studied using the corresponding volumes of “The hhistory of the towns and villages of the USSR” [3].

Studying the topic “Ukraine on the way of the independent state formation” the students’ attention can be drawn to the peculiarities of the political orientation of the residents of western and eastern regions of Ukraine. It is possible to offer for the independent students’ work to conduct the analysis of the information about the results of the presidential and parliament elections from 1991 to 2012 and on its basis to create the map representing those data. In the course of the independent work, the short essays on the history of the hometown in 1990-2013 can be written presenting the authority of the particular city mayors and their teams, city councils, to show their political orientation and the measures for the city improvement. Students can be offered to get acquainted with the work of M. Ryabchuk “Two Ukraines” [10].

**Conclusion.** So, the stated problems and examples show wide opportunities for the targeting of educational material on the history of Ukraine for its approximation to the needs and interests of students, their interest in learning the subject. Integration with country studying will bring the history to students as a part of their daily lives, promoting the understanding of the past, as a direct basis and roots of modernity.

A significant role in this is the use of examples from the history of the students' specific living environment. This, in turn, will help to expand the horizons of the students' general outlook, their interest in studying history and the rise of the patriotic feelings of love and attachment to the homeland.

**Prospects for the future research.** This paper can be expanded by many other examples of the educational material integration that can serve as a complete substitute for those presented in this article. Also, the work can be developed into a thorough monographic study that would elucidate the content problems of history education in high school and would develop the methodological framework in the outlined direction of the educational activity. It is viewed as being promising to present the opportunities to involve the country studying materials to other disciplines such as The history of Ukrainian culture or Culture studies. It should also be pointed out that the given problem should be illustrated with the examples of integration with the country studying of other regions. Such adaptation of the delivered material content is predetermined by the peculiarity of the country studying facts in every region of the country.

1. Андрущенко В.П. Основні тенденції розвитку вищої освіти України на рубежі століть (Спроба прогностичного аналізу) // *Вища освіта України*. – 2001. – № 1. – С. 11–17.
2. Грицак Я. Й. Пророк у своїй вітчизні. Франко та його спільнота. – К.: Критика, 2006. – 632 с.
3. Історія міст і сіл УРСР. Львівська область. – К.: Головна редакція УРЕ АН УРСР, 1968. – 980 с.
4. Історія Української РСР. Т. I. Первіснообщинний лад. Виникнення і розвиток феодалізму: кн. I. – К.: Наукова думка, 1977. – 444 с.
5. Крип'якевич І. Галицько-Волинське князівство. – К.: Наукова думка, 1984. – 176 с.
6. Литвин М., Науменко К. Історія ЗУНР – Львів: Інститут українознавства НАНУ; видавнича фірма “Олір”, 1995. – 368 с.
7. Навчальна програма навчальної дисципліни “Історія України” для студентів освітньо-кваліфікаційного рівня “бакалавр” напрямків підготовки: “Фінанси і кредит”, “Маркетинг”, “Облік і аудит”, “Міжнародна економіка”. – Львів: Національний університет “Львівська політехніка”, Навчально-науковий інститут підприємництва та перспективних технологій. Кафедра гуманітарної підготовки, 2011.;
8. Політична історія XX століття: навч. посіб. / В. Ф. Салабай, Л. О. Панчук, Я. А. Титаренко та ін. – К.: КНЕУ, 2001. – 376 с.
9. Русина О.В. Україна під татарами і Литвою. – К.: Видавничий дім “Альтернативи”, 1998. – 320 с.
10. Рябчук М. Дві України: реальні межі, віртуальні війни. – К.: Критика, 2003. – 335 с.
11. Трохименко Н.Р., Саблюкіна И.М. Историческое образование. – М.: ARIS, 2006. – 246 с.
12. Федоренко Я.А. Нові підходи до викладання історії у вищих навчальних закладах негуманітарного профілю // *Матеріали VII Міжнародної науково-практичної конференції “Ключові проблеми сучасної науки”*, 17–25 квітня 2011. – Т.10. – Софія: “Бял ГРАД БГ”, 2011. – С. 6–8.