

The identity of the role of Ukrainian Writers in the Development of National Pedagogical Ideas in the Conditions of a Crisis Society

Tożsamość roli pisarzy ukraińskich w rozwoju idei pedagogicznych narodu w warunkach społeczeństwa kryzysowego

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Abstract: Today, more than ever before, Ukraine needs nationally conscious youth; therefore, the education system and all of humanity are tasked with raising worthy representatives of their nation. The purpose of the article is to examine the theoretical aspects of Ukrainian writers' activity in the development of national pedagogical ideas in the context of a crisis society. Research methods: general scientific – analysis, synthesis, idealisation, formalisation, generalisation, comparison, etc.; interdisciplinary: historical and pedagogical – genetic, periodisation, historical and comparative, etc.; content analysis, discourse analysis; biographical; contextual and interpretive. A powerful means of realising such a task is the creative heritage of Ukrainian writers, and the public interest is precisely the Ukrainian studies activity of Ukrainian writers, which has become a distinctive page of the Ukrainian literary process in our time, under conditions of a crisis society. Humanity's cultural experience has demonstrated the significant potential of fiction to foster a selfless struggle for independence and well-being. Our society has found itself in new realities, and this topic is gaining relevance right now in the conditions of full-scale aggression of the Russian Federation against Ukraine. In the formation of a socially active and responsible crisis society, the younger generation possesses self-identity, a national-patriotic consciousness, and dignity.

Keywords: Ukrainian writers; national pedagogical ideas; national identity; fiction literature; educational and cultural activity; crisis society; literary heritage



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Abstrakt: Współcześnie, bardziej niż kiedykolwiek, Ukraina potrzebuje świadomej młodzieży; dlatego system edukacji oraz całe społeczeństwo stoją przed zadaniem wychowania godnych przedstawicieli swojego narodu. Celem artykułu jest zbadanie teoretycznych aspektów działalności ukraińskich pisarzy w rozwoju narodowych idei pedagogicznych w warunkach społeczeństwa kryzysowego. Zastosowane metody badawcze obejmują metody ogólnonaukowe – analizę, syntezę, idealizację, formalizację, uogólnienie i porównanie – oraz interdyscyplinarne metody historyczno-pedagogiczne, takie jak ujęcie genetyczne, periodyzacyjne i historyczno-porównawcze, a także analizę treści, analizę dyskursu oraz metody biograficzne, kontekstowe i interpretacyjne. Twórcze dziedzictwo ukraińskich pisarzy stanowi istotny środek realizacji wspomnianego zadania. Szczególnego znaczenia nabiera ich działalność ukrajinistyczna, która staje się wyrazistym elementem współczesnego ukraińskiego procesu literackiego rozwijającego się w realiach społeczeństwa kryzysowego. Doświadczenie kulturowe ludzkości niejednokrotnie dowiodło, że literatura piękna posiada znaczący potencjał w kształtowaniu postaw gotowości do bezinteresownej walki o niepodległość i dobro wspólne. W obliczu nowych realiów, wynikających z pełnoskalowej agresji Federacji Rosyjskiej przeciwko Ukrainie, zagadnienie to nabiera szczególnej aktualności. W procesie kształtowania społecznie aktywnego i odpowiedzialnego społeczeństwa młode pokolenie odgrywa ważną rolę, zachowując własną tożsamość, świadomość narodowo-patriotyczną oraz godność.

Słowa kluczowe: pisarze ukraińscy; narodowe idee pedagogiczne; tożsamość narodowa; literatura piękna; działalność edukacyjno-kulturowa; społeczeństwo kryzysowe; dziedzictwo literackie

INTRODUCTION

The relevance of the study is grounded in the need for a fundamental, integral analysis of the historical origins of the methodology of studying literature as a science, tracing its genealogy, and forming an objective view through a critical understanding of prior studies. generations of scientists and teachers, which will become the basis for the formation of key areas of development of subject didactics and the effective implementation of advanced achievements of the past in the context of the constructive filling of content, forms, and methods of modern methods of studying foreign literature and the most favourable implementation of its practical results (Fizeshi 2012).

At the current stage of the development of pedagogical science, there is an urgent need for a profound rethinking of the accumulated pedagogical ideas in the history of education, the theory and practice of teaching and upbringing, and the history of Ukrainian culture and literature, which remain relevant in today's crisis society. Domestic historical-pedagogical science holistically and systematically studies pedagogical views, educational activities of teachers, and cultural and educational figures of the past. However, in the history of Ukrainian pedagogy, much less attention has traditionally been paid to the study of the views and practices of educators and teachers in individual regions than to the study of activities in the central part of the country (Rozman and Lemak 2022a).

Knowledge of the language, history, and culture in crisis conditions is a necessary condition for the formation and preservation of the national self-awareness of the Ukrainian people, which became especially acute after the attack on Ukraine. Ukrainian writers in Volyn during the interwar period not only made a significant contribution to the history of the literary enrichment of Ukrainian pedagogy but also laid a solid foundation for awareness and understanding of one's own national identity.

The development of the modern Ukrainian state, its multinational community, and the entry of this community into the system of the civilised commonwealth are successful only under the condition of the moral readiness of every citizen to carry out these processes in the modern crisis society. In this regard, among the priority problems, the problem of the formation of the civic qualities of the individual in future generations, in particular the formation of his

national identity as a whole and the disclosure of the peculiarities of the implementation of the process of national identity formation in the structure of intrathecal relations, is gaining particular relevance (Bahrii 2020).

The study of the creative heritage of Ukrainian writers of Transcarpathia in the 20s and 30s of the 20th century, enlightening ideas and paradigms, proves that it accumulates a significant layer of national memory, consciousness, character, and mentality of the Ukrainian people. Therefore, through fiction, knowledge of traditional culture and the heroic past takes place on an emotional and sensory level, intellectual activity develops, and national self-awareness crystallises.

On this basis, a substantive study of pedagogical ideas and educational concepts, laid out in their creative heritage and experience of their social and educational activities in the conditions of a crisis society, is carried out.

1. ANALYSIS OF RECENT RESEARCH AND PUBLICATIONS

Since ancient times, the problem of civic identity formation has been a central concern (Aristotle, Plato, Socrates). The development of pedagogical ideas at the current stage covers various aspects of the formation of citizenship and is revealed in the studies of O. Kovalchuk, V. Kuzia, Yu. Rudenko, M. Stelmakhovych and others. The works of P. Kosarieva, P. Ihnatenko, V. Popluzhnyi, and others were covered as the subject of citizen education research. The works of M. Borshchevskyi, O. Sukhomlynska, and others are devoted to the technology of civic personality education.

The study of certain aspects of the research from the perspective of the problems of the ethno-cultural, social, and political situation in the 20s-30s of the 20th century determined the interdisciplinary nature of the problem (L. Babola, M. Vehesh, I. Pipash, V. Sandor, etc.); development of activities of public pedagogical and educational societies (L. Maliar, V. Starosta, etc.); development of the education system (I. Hbranchak, A. Ihnat, Yu. Mudra, T. Rosul, V. Khymynets, etc.).

The complex problems related to the study of pedagogical ideas and educational activities of Ukrainian writers, the life and work of its representatives, and the development of the

Ukrainian literary process are studied by scientists (Y. Baleha, M. Vehesh, S. Vidnianskyi, V. Hommonai, M. Demchak, M. Zymomria, A. Ihnat, M. Lelekach, R. Mahochii, M. Molnar, L. Potapiuk, I. Rozman, V. Saharda, M. Tyvodar, V. Turianitsa, O. Fizeshi, V. Khymynets, etc.).

The *purpose* of the article is to reveal the theoretical aspects of the activity of Ukrainian writers in the development of national pedagogical ideas in the conditions of a crisis society.

Methodology.

Research methods: general scientific – analysis, synthesis, idealisation, formalisation, generalisation, comparison, etc.; interdisciplinary: historical and pedagogical – genetic, periodisation, historical and comparative, etc.; content analysis, discourse analysis; biographical; contextual and interpretive.

2. PRESENTATION OF THE PRIMARY MATERIAL

Significant changes occurred in the field of education in the 20s and 30s of the 20th century, which consisted of three types of schools (state, church, and community) and had a distinct multi-ethnic character.

This had a double meaning for the formation of literary figures as pedagogical personalities. On the one hand, thanks to the availability of relatively high-quality education, they began to be actively recruited from the rural environment; on the other hand, they actively chose the teaching profession, which became in demand and made it possible to combine professional, creative and public-educational work.

In their research, I. Rozman and O. Lemak (2022b), O. Fizeshi (2012) identified five main groups of prerequisites and factors for the development of pedagogical, cultural and educational activities of Ukrainian writers in the 20s and 30s of the 20th century:

- socio-political, ethnonational, and socio-economic situation of the region.
- development of ideological and political currents (orientations).
- formation of the system of education and schooling in the region.
- institutionalisation of the national and cultural life of Ukrainians.
- influences of Ukrainian emigration and European literary currents.

Each of the specified groups of prerequisites and factors is complex multifaceted and requires a synthesized analysis.

The problem of the ethnic identity of Ukrainians in the 20s and 30s of the 20th century is quite complicated. Long-term coexistence with Hungarians, Jews, Czechs, Slovaks, Romanians, and Germans crystallised the ethno-cultural tolerance of Ukrainians.

Ethno-national diversity was reflected in the schooling system and affected the creativity and social activity of Ukrainian writers.

The democratic way to solve the language issue, which was inextricably linked with the formation of the literary language and the language of education, in practice intensified the chaos and struggle of various ideological and political factors (Potapiuk 2023).

The institutionalisation of the national and cultural life of Ukrainians became an important factor in the activation of the creative and social activity of writers. We focus on two interrelated components of this process in the form of the creation of a network of cultural and educational, pedagogical societies and creative associations and their printed bodies, other periodicals, and publishing centres.

As a result of further reforms at the turn of the 20th and 30s of the 20th century in educational institutions, educational programs were introduced, which provided for an increase in the number of hours for studying the native language (up to 8–10 hours per week), mathematics (4–6 hours), history, science about the native land, etc. The educated orientation of the educational process in terms of the formation of citizens, loyal and devoted to the state, and love for the native land was strengthened (Pustovit 2020).

Significant changes took place in the field of primary education, which consisted of three types of schools (state, church, and community) and had a distinct multi-ethnic character.

Of great importance for the development of pedagogical ideas and educational activities in Transcarpathia was the appearance of textbooks, in particular the alphabet and readers, which appeared during the interwar period, not only as a means of ensuring the functioning of the Ukrainian school but also as a complex socio-cultural phenomenon determined by various social factors.

The development of schooling contributed to the growth of intellectual potential and the cultural and educational progress of Ukrainians (Rozman and Lemak 2022a).

The activity of Ukrainian writers in creating textbooks for primary schools in Transcarpathia during the studied period was determined by several general factors in the form of the state policy of Czechoslovakia in the field of education, the help of Ukrainian social institutions in solving this problem, the nature and trends of the development of the regional schooling system, the peculiarities of the ethnic culture of the Ukrainians of the region, etc. This process was strongly influenced by the national textbook-making traditions of the second half of the 19th and early 20th centuries (M. Shashkevich, O. Dukhnovych, O. Barvinskyi, K. Luchakivskyi, O. Partytskyi, etc.). Acute issues of textbook creation were related to spelling and the need to take into account the peculiarities of the dialects of local Ukrainians.

Against this background, the understanding that Ukrainian literature in its genre diversity should become a powerful means of creating a national in content and European in form educational book. Ukrainian writers and educators of the region acted as the main spokespersons for this conceptual approach.

The period of the second half of the 19th – beginning of the 20th century in the western Ukrainian lands was characterized by a significant exacerbation of national and social contradictions, strengthening the struggle of Ukrainians against various oppressions, spreading the ideas of the famous Ukrainian luminaries M. Hrushevskyi, M. Drahomanov, I. Franko, Western scientific socialism; a new elevation of the national liberation struggle of the region. This situation led to the emergence of political parties that had a significant impact on the activation of the national liberation movement and constantly combined cultural, educational, and political ideas in their activities. Among them, the leading place belonged to the Ukrainian national idea of a democratic basis, which was an impetus for practical affairs and penetrated deeper and deeper into the masses. The studied period in Western Ukraine was characterised by the aggravation of national and social contradictions and the strengthening of the struggle of Ukrainians against various forms of enslavement (Matviishyn 2009).

The aggravation of social contradictions, Western scientific socialism, and the new rise of the national liberation struggle led to the emergence of political parties, which, in their activities, tried with all their might to combine cultural, educational, and political ideas. Among them, the leading place belonged to the Ukrainian national idea, which penetrated deeper and

deeper into the popular masses, destroying the wall that previously separated the intellectuals-patriots and the people. Today, the Ukrainian national idea is a determining factor.

Of great importance in the development of pedagogical ideas and educational activities in the 20s and 30s of the 20th century was the process of the emergence of cultural and educational societies in the western Ukrainian lands in the second half of the 19th century, at the beginning of the 20th century. This is what convinces us that, despite certain contradictions and, in some cases, inconsistencies, the Ukrainian national movement stimulated both the general socio-economic, political, cultural, and scientific progress of Ukrainian society as a whole, as well as the growth of civic consciousness among the broad masses of the people. We see that the young democratic intelligentsia has become a real pioneer, the originator of progressive ideas, and the leader of the national and cultural revival and restoration of Ukrainian statehood in Western Ukraine (Semenoh and Bazyl 2008).

The emergence of cultural and educational societies was determined by objective reasons of socio-economic (development of capitalist relations), political (attempts to denationalize the Ukrainian population by the Russian government), cultural and educational (mass illiteracy of the Ukrainian population, insufficient number of Ukrainian educational institutions, the need to develop Ukrainian culture, science, education in a national form) character. The efforts of all Western Ukrainian progressive forces aimed at counteracting the government's policy, eliminating its negative consequences, actively promoting native-school ideas among the population, initiating various nationally oriented educational and school activities, the Ukrainization of foreign-language schools, the training of national pedagogical professional staff, the creation of Ukrainian textbooks and development of the theoretical foundations of the educational process in the new Ukrainian school, became an essential integral and necessary part of the state policy of the period under study.

It is worth emphasising that Ukrainian writers of the interwar period not only contributed to the development of the educational movement in Volyn but also carried out important cultural and educational work among children, youth, and adults through reading rooms and libraries, promoted Ukrainian national ideology, working in various societies and public institutions, The Women's Union was active in promoting the work of Ukrainian writers in Volyn. At numerous public educational events, they tried to awaken national consciousness and

love for the Motherland, bringing live works of authors to a wide audience. The Union of Ukrainian Women of Volyn did a lot to raise the educational and cultural level of the Ukrainian population, eliminate illiteracy, fight for the native language and school, and teach children the Ukrainian language. One of the main tasks of Ukrainian education was self-education (Fizeshi 2012).

As we can see, from 1920 to 1930, it was education that became the main factor of national revival. One of the most difficult problems of that time was the Ukrainization of gymnasiums due to the decolonisation of schools. In the 1920s and 1930s, an effective system of youth education (moral-religious, national, economic-social, aesthetic, and physical) operated in Ukrainian schools, and several educational traditions were developed and established.

The appropriate level of work with young people was ensured thanks to the high-quality selection of teachers who had special education, high national consciousness, and professional qualifications. The personality of a teacher, especially a gymnasium professor, his official status, individuality, erudition, and a high degree of subject competence created for him high authority, respect, and sincere trust among students.

In the 1920s and 1930s, various amateur groups of student youth became widespread in educational institutions, which played an important role in deepening knowledge, acquiring skills for independent work, and shaping the civic position of an individual. Most often, these were historical and literary, Ukrainian studies, philological, natural science, sports, and various amateur groups (radio and photo groups, modelling groups).

Student communities, whose activity in educational institutions began at the beginning of the 20th century, proved themselves to be a real school of self-governance, acquisition of organisational skills, and the manifestation of initiative and received further development in the 20s and 30s. Many advanced teachers tried to involve young people as widely as possible in solving various issues of school life.

The most important task was the development of pedagogical ideas and educational activities in the 20s and 30s of the 20th century there were cultural and academic societies that considered it necessary to spread knowledge among the people, to revive their national consciousness by printing books, magazines, reading lectures, opening courses on Ukrainian

studies and the Ukrainian language, holding cultural and economic events, which involved the best scientists and public figures.

The members of the societies were deeply convinced that education would raise the consciousness and culture of the people to a higher level.

Educators-writers, by placing their own works and the works of Ukrainian writers in teaching aids for various types of schools, as well as by their practical activities in different educational institutions, caused the suspension of the process of assimilation of Ukrainians, since primers, reading books, textbooks, literature textbooks were usually used in schools, where the works of Polish authors dominated, who raised children in the spirit of love for the Commonwealth, Polishness was supposed to be the basis for the education of loyal citizens, and this gave rise to such a phenomenon as “mankurstvo”. Western Ukrainian writers-pedagogues served as exemplary humanist, patriotic, educational, and specialist teachers for several generations of children and youth.

The literary process and the development of pedagogical thought in Western Ukraine found a close mutual interweaving and complementation, therefore, it is appropriate to perceive artistic works not only as a reflection-conjecture but also as an essential historical and pedagogical source that reflects the real conditions of professional work and the social position of the Ukrainian teacher, the requirements for him, understanding his image in the intellectual, in particular professional and pedagogical, environment and among school students, school youth of different ages, and the general public (Khymynets et al. 2009).

We have singled out several trends in the development of pedagogical ideas, the experience of their cultural, educational, scientific, and public work:

- in the Ukrainian literature of the studied period, such a unique phenomenon appeared as teacher-writers or writer-teachers, in whose educational and literary activity it is necessary to draw a line of demarcation, how organically (and naturally) these two spheres were intertwined; the pedagogy of the literary process takes place, which we characterize as a marker, the most significant feature of the development of Ukrainian literature at the end of the 19th century – in the 1930s, and this feature distinguished it from the literary process that took place in Soviet Ukraine.

- many writers, especially of the 19th century, were priests or came from a Greek-Catholic priestly environment and an Orthodox one, which affected their work, in particular, the actualisation of the problems of education and moralism, enlightenment ideas.
- a child, a schoolboy, or a teacher becomes a hero of small and large prose, special poetic works of an educational nature are created for the smallest and youngest schoolchildren.

The theme of the cult of knowledge, books, and education is central to the work of writers. Since a significant percentage of the writers were teachers (they worked in folk schools, private teachers, gymnasiums and teachers' seminaries, university teachers, and professors), not only did school themes become the leading theme in their work, but also their works are actively included in teaching aids and textbooks of folk schools, Ukrainian gymnasiums, and teachers' seminars. They are published:

- by Ukrainian public periodicals, in particular children's, youth, educational, economic, women's, stratum, literary and artistic publications, etc., which gives reason to assert the popularisation of the work of the writers of the region, its accessibility to the mass reader, and its fulfilment of an educational function.
- writers, well-known Shevchenko experts, translators, lexicographers, literary experts, and linguists stood at the origins of the development of Ukrainian, especially philological, science, gymnasium, and university education in Western Ukraine.
- During the studied period, the foundations of education were interpreted by various theorists not only from the standpoint of philosophical or cultural studies. First of all, the situation of society was taken into account, as well as various branches of science: psychology, sociology, philosophy, cultural studies, religious studies, etc. These theories convince us that only in the knowledge of true human nature can one acquire the basis for the formation of personality and find the most effective methods of education. That is why an important trend in the progress of pedagogical science during this period was determined by its development on the foundation of psychology. Therefore, in the majority of works about children and for children, Western Ukrainian writers trace the peculiarities of character, emphasise the actions of heroes, distinguish characteristic features, actualise the cult of the

national hero, and outline an ideal that will serve as a model for the formation of the national character of a young Ukrainian.

- poetic and prose works of historical and patriotic content, literary and critical articles, journalism, feuilletons, intelligence on the history of the Sichov shooting, memoirs, etc. – all this belongs to the creative heritage of representatives of the literature of Western Ukraine of the studied period, who especially enriched the Ukrainian literary treasury with the national and patriotic subject matter, original artistic imagery, the authenticity of the depicted; the phenomenon of this literature, among other things, consists in the fact that during this period a new original genre of literature was created – the rifle song, which, equipped with great energy of patriotism, heroism and the greatness of the Ukrainian spirit, became the chronicle of the heroic struggle of Ukraine for its statehood, the expression of the Ukrainian ideas, a real talisman of the spiritual heritage of the Ukrainian nation, turned into a layer of folk song creativity.
- In the 20th century, a group of Subcarpathian writers appeared in Subcarpathian Rus, which represented a new generation of Ukrainian intelligentsia, nationally conscious, patriotically disposed, ready to self-denial to fight for the national idea, to work for the benefit of the native people for its happy future. Their works raised Ukrainian national consciousness in the region to a level of national awareness and social activism, culminating in the struggle for a national state –the Carpathian Ukraine. In this way, the writers-pedagogues of Subcarpathian Rus fulfilled their historical mission – they formed a sense of patriotism (love for the Ukrainian language, culture, customs, and traditions) among their compatriots, speaking with fervent poetic words that were folklorised, close to the vernacular, colloquial, accessible and sincere to the Ruthenians, calling them Ukrainians. The hopes placed on this category of ascetic teachers (“our greatest hope for teaching”) have come true.
- following the example of famous writers who published their works in numerous Ukrainian publications of Western Ukraine, self-made writers, masters of the word from the people, who raise the problems of the formation of a nationally conscious personality, enlightenment, the anti-alcohol struggle of Ukrainians, etc., appear, which gives grounds

for asserting the creation such a unique phenomenon as self-made literature of pedagogical content (Fruktova and Pokas 2013).

CONCLUSIONS

The period of the second half of the 19th – beginning of the 20th century on Ukrainian lands was characterized by a significant exacerbation of national and social contradictions, strengthening the struggle of Ukrainians against various oppressions, spreading the ideas of the famous Ukrainian luminaries M. Hrushevskyi, M. Drahomanov, I. Franko, Western scientific socialism; a new elevation of the national liberation struggle of the region.

This situation led to the emergence of political parties that had a significant impact on the activation of the national liberation movement and constantly combined cultural, educational, and political ideas in their activities. Among them, the leading place belonged to the Ukrainian national idea of a democratic basis, which was an impetus for practical affairs and penetrated deeper and deeper into the masses.

Of great importance for the development of pedagogical ideas and educational activities was the appearance of textbooks, in particular the alphabet and reading books, which appeared during the interwar period, not only as a means of ensuring the functioning of the Ukrainian school but also as a complex socio-cultural phenomenon determined by various social factors.

The development of schooling contributed to the growth of intellectual potential and the cultural and educational progress of Ukrainianism in the region. Against this background, the understanding that Ukrainian literature in its genre diversity should become a powerful means of creating a national in content and European in form educational book. Ukrainian writers and educators of the region acted as the main spokespersons for this conceptual approach.

The most important task was the development of pedagogical ideas and educational activities in the 20s and 30s of the 20th century for Transcarpathia, there were cultural and educational societies that considered it necessary to spread knowledge among the people to revive their national consciousness by printing books and magazines, giving lectures, opening courses on Ukrainian studies and the Ukrainian language, holding cultural and economic events, which involved the best scientists, public actors.

The most important task for the development of pedagogical ideas and educational activities in the 20s and 30s of the 20th century were cultural and educational societies, which considered it necessary to spread knowledge among the people, to revive their national consciousness by printing books, magazines, reading lectures, opening courses on Ukrainian studies and Ukrainian languages, holding cultural and economic events, which involved the best scientists and public figures.

This is what convinces us that, despite certain contradictions and, in some cases, inconsistency, the Ukrainian national movement stimulated both the general socio-economic, political, cultural, and scientific progress of the entire Ukrainian society, as well as the growth of civic consciousness of the broad masses of the people. The emergence of cultural and educational societies was determined by objective reasons of socio-economic (development of capitalist relations), political (attempts to denationalize the Ukrainian population by the Russian government), cultural and educational (mass illiteracy of the Ukrainian population, insufficient number of Ukrainian educational institutions, the need to develop Ukrainian culture, science, education in a national form) character.

The efforts of all Western Ukrainian progressive forces were aimed at counteracting the government's policy, eliminating its negative consequences, actively promoting native-school ideas among the population, initiating various nationally oriented educational and school activities, Ukrainization of foreign-language schools, training of national pedagogical professional staff, creation of Ukrainian textbooks and development of the theoretical foundations of the educational process in the new Ukrainian school, became an important integral and necessary part of the state policy of the studied period.

The contribution of the writers of Western Ukraine at the end of the 18th – 30s of the 20th century is clarified in the creation of educational and methodological support for the educational process.

It was noted that a special place in the work of the artists of the world was occupied by the compilation of primers, reading books, textbooks on the Ukrainian language, literature, etc., which were a response to the need for the methodological science of that time, the challenges faced by Ukrainian-language education, a reaction to its reformation, especially after 1932, development and improvement of pedagogical science, etc. Ukrainian writers performed the

functions of governmental and educational factors – they created curricula, textbooks, and manuals, providing an important factor in the development of Ukrainian national education. Writers-pedagogues who stood on populist positions advocated phonetic spelling and had pedagogical or university education. Working in various types of educational institutions, they knew the practical problems of Ukrainian education, so to speak, from the inside, and were able to improve the educational process by creating high-quality educational and methodological support (“for the needs of the day”) – educational literature for schools, gymnasiums, teachers’ seminaries, extra-curricular institutions (“dorostu”, “Plastu”, etc.) – and using their own works and selected special high-art thematic works, in addition to educational purposes, they cultivated national consciousness, patriotic feelings, Christian virtues, moral values, artistic and aesthetic feelings, hygienic education, health-preserving values, promoted ideas of sobriety, fostered a love for nature, all living things, etc. Consequently, these educational editions also became excellent educational aids.

The first area that was filled with Ukrainian textbooks was Ukrainian literature. Ukrainian writers also took part as scientists who contributed to the development of the history and theory of Ukrainian literature, Ukrainian linguistics, propaganda, analysis, and popularisation of T. Shevchenko’s works in Western Ukraine, and contributed to the familiarisation of compatriots with the works of writers from the Dnipro region. Their role in establishing a living colloquial vernacular and developing the modern Ukrainian literary language is an indisputable merit in the conditions of the current crisis society.

All these prerequisites determine the identity of the role of Ukrainian writers in the development of national pedagogical ideas in the conditions of the current crisis society.

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