

students up for optimism. It is impossible to imagine at least one student who does not worry before the exam. However, the teacher can reduce the level of stress in students. First, before, it is necessary to hold a consultation, where he must clearly provide instructions, explain how and what will take place and answer students' questions. Second, the teacher must set students up for optimism. During the current control, it is better for students to give a presentation, which is a support.

Key words: *stress, student, educational process, student life, influence, medical student.*

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DEVELOPMENT OF THE UKRAINIAN FREE UNIVERSITY: NATIONAL IDENTITY AND DIALOGUE OF CULTURES

The proposed article periodizes formation and development of the Ukrainian Free University, which has been a representative of Ukrainian higher education and science in Europe for 100 years. A set of factors influencing the preconditions of origin, features of formation and development of the institution in the Viennese, Prague and Munich periods is revealed. The authors consider the history of the Ukrainian Free University in the discourse of the genesis of the idea of free higher education as a component of reformist pedagogy and institutionalization of Ukrainian studies in the world scientific and educational space. It is proved that in accordance with European traditions, the academic environment of the Ukrainian Free University functioned on the basis of academic autonomy, in contrast to the higher education system in the Soviet Union, where university autonomy was ignored, freedom of teaching, learning and research were severely restricted (especially in socio-humanities). The innovative potential of the Ukrainian Free University, which contributed to the development of private higher education in the European countries, is revealed, the achievements and difficulties in the implementation of various activities of the institution are highlighted. Particular attention is paid to the analysis of the educational process organization, aimed at preserving the national identity of Ukrainian student youth and establishing cooperation between representatives of different academic communities in the context of intercultural interactions. In the process of research modern scientific approaches (systems, anthropocentric, culturological, interdisciplinary) and methods (general scientific – analysis, synthesis, comparison, systematization, generalization; specific scientific – historiographical, textual, retrospective and synchronous analysis) were used.

Key words: *academic autonomy, dialogue of cultures, national identity, Ukrainian Free University, Ukrainian studies.*

Introduction. The 100th anniversary of the Ukrainian Free University (UFU), which is celebrated in 2021, is a good reason for reflection and summarizing the considerable experience gained by a recognized representative of Ukrainian higher education abroad. The functioning of UFU in the leading cultural and educational centers of Europe is associated with the relevant periods of the institution's history, which indicates the ability of Ukrainian intellectuals to preserve and develop national identity in the environment of other culture, as well as to establish constructive cooperation with representatives of another cultural model.

The purpose of research is to identify trends and features of development of the Ukrainian Free University (1921–2021), which involves the following research tasks: to periodize formation and development of the Ukrainian Free University; identify a set of factors that influenced the priorities of the institution and organization of the educational process at different historical stages; to reveal the forms of scientific cooperation of representatives of different academic circles in the context of intercultural dialogue. Particular attention is paid to the development of scientific schools in the field of Ukrainian studies, formation and cultivation of the national identity of Ukrainian student youth in the conditions of emigration and absence of statehood of Ukraine in Soviet times.

Analysis of the relevant research. The most informative sources of the selected problem are concentrated in the archival collections of Ukraine, Czech Republic, Germany. The work of Czech scholars "Documents of the History of Russian and Ukrainian Emigration in the Czechoslovak Republic (1918–1939)" is of great importance for the study of the cultural, educational and social life of emigrants from the Russian Empire and the USSR. Various aspects of UFU activity are the subject of research of Ukrainian, Czech, Slovak, American, German scientists (T. Berdnardzhova, G. Vaskovych, G. Vatsek, S. Vidnyanskyi, V. Vlasenko, R. Holiat, O. Danylenko, B. Erzhabkova, B. Zilynskyi, B. Kemin, A. Kipa, V. Kucher, Y. Makar, G. Marvan, V. Maruniak, I. Mirchuk, A. Muravkova, M. Mushynka, S. Narizhnyi, M. Nervlyi, U. Patske, N. Polonska-Vasylenko, L. Rudnytskyi, T. Sydoruk, R. Smal-Stotskyi, V. Stoiko, O. Franko, P. Chasto, M. Shafoval, V. Yaniv, R. Yaremko, etc). Formation of the national identity in the Soviet period was studied by I. Ivanova, I. Martínez, D. Martynenko, E. Rodríguez, O. Pokhilko, and others.

Works of modern researchers are mostly focused on source issues, certain periods of the institution and prominent personalities from the academic environment of UFU. However, there is a lack of generalizing

scientific works, which present a holistic process of origin, formation and development of UFU. Most authors, interpreting UFU as a product of self-organization of emigrants, consider it in isolation from the historical background, social context and intercultural relationships of the representatives of intelligentsia.

First of all, it is necessary to take into account the genesis of the idea of free higher education in the line of reformist pedagogy, the institutionalization of Ukrainian studies in the early 20th century with the participation of leading scholars (B. Biernson, L. Beaulieu, M. Dragomanov, A. Jensen, K. Iracek, L. Leger, J. Lundel, F. Mikloshic, V. R. Morphi, A. Rambo, Sh. Senobos, G. Steffen, Y. Tretyak, I. Shyshmanov, V. Yagich, etc.), competition of intellectuals for realization of the idea of Ukrainian university. Intellectuals involved in the formation of UFU (D. Antonovych, I. Hanytskyi, I. Gorbachevskyi, M. Hrushevskyi, S. Dnistrianskyi, D. Doroshenko, O. Kolessa, S. Rudnytskyi, S. Smal-Stotskyi, V. Starosolskyi, etc.) were the generators and promoters of the idea of a free higher education institution with experience of teaching Ukrainian disciplines at Lviv and Chernivtsi universities, “secret Ukrainian universities” in St. Petersburg (1915–1917) and Lviv (1921–1925), in higher schools of Ukraine (1917–1921).

The aim of the article is to highlight formation and development periods of the Ukrainian Free University, to outline the specifics of UFU, the historical significance of the institution and its influence on the development of private higher education in the European countries.

Research methods The study was based on the systems, anthropocentric, culturological approaches, methods of analysis, synthesis, comparison, systematization, generalization; historiographical, textual, retrospective and synchronous analysis.

Due to the historiographical analysis the degree of development of the selected problem and the expediency of the authors’ research were clarified. With the help of the method of retrospective analysis periodization of formation and development of UFU was conducted. Textological analysis of little-known sources made it possible to present more fully different directions and forms of activity of the institution in the appropriate temporal-spatial dimension. The appeal to systems, anthropocentric and culturological approaches helped to illuminate the history of UFU from the standpoint of opportunities for self-realization of the subjects of the educational process, combination of academic traditions and innovations, preservation of national identity and intercultural interaction. On the basis of the synchronous analysis

of the condition of higher education in the Soviet Union and in the countries of Europe the trends and features of the educational process organization in the investigated institution are revealed. Using the method of generalization, the specifics of UFU are outlined, the historical significance of the institution and its influence on the development of private higher education in the European countries are revealed.

Research results. In our opinion, UFU is the heir of the European traditions and academic innovations, tested in the system of higher education of Ukraine during the national state formation (1917–1921). Representatives of the national intelligentsia believed in the nation-building, cultural relay and social-renewing potential of the universities – “European in form and Ukrainian in spirit” – centers of youth formation with high level of civic maturity and responsibility for the fate of the country. Despite the world war and the economic crisis, there has been a boom in higher education in Ukraine. Together with a network of established specialized institutes and people popular universities, Ukrainian Academies (Pedagogical and Artistic), Ukrainian (Kiev, Kamenets, Poltava) and Russian universities (Katerynoslav, Simferopol) which established the practice of lowering the qualification for entrants and teachers famous for experience and scientific works, minimization of tuition fees for study, observance of academic freedom and autonomy, using of the native language, Ukrainian disciplines, departments of national minorities, involvement of students in meetings of faculties and academic councils (Korzh-Usenko, 2019, p. 28).

It is important to emphasize the significant role of the private and public initiative of the representatives of the national intelligentsia in the formation of UFU. The idea of opening the institution was expressed in July 1919 by Professor O. Kolessa at the meeting of the Ukrainian Scientific Society, which decided to establish the Institute of Ukrainian Culture in Prague or Vienna (Patzke et al., 2011, p. 10). The choice was made in favor of the Austrian capital, where numerous Ukrainian companies and publishing houses operated. UFU became a joint project of scientists, artists and students: “Union of Ukrainian Journalists and Writers” (chairman V. Kushnir), “Ukrainian Society of Supporters of Education” (chairman S. Dnistrianskyi) and Ukrainian Sociological Institute (led by M. Hrushevskyi). The plan was tested in the form of lectures by Ukrainian scientists and in October 1920, at the suggestion of D. Antonovych and M. Hrushevskyi, it was decided to make such statements systematic. The duties of the rector of the Ukrainian scientific courses were performed by Professor M. Hrushevskyi, the Deputy – D. Antonovych, the deans of the

Ukrainian Studies Department – Professor O. Kolessa, and the Social Sciences – Dr. V. Starosolskyi. Discussion of the model of the institution has caused a sharpening of discussions that have been taking place in the environment of national intelligencia for a long time (Korzh-Usenko & Sydorenko, 2019). Professor M. Hrushevskyi argued for a new type of open (extended, people, accessible) university, as a complex of autonomous institutions, without restrictions of the program, educational level of entrants, opportunities to attract competent specialists. Instead, O. Kolessa insisted on the combination of a non-state character with mandatory requirements for a classic European university: academic freedom, a clear content of education, the presence of secondary education for entrants and the scientific qualifications of teachers (Ulyanovskaya & Ulyanovskyi, 1993, p. VIII–VIII). Due to the victory of the position of O. Kolessa, the chairman of the academic section of the Union of Ukrainian Journalists and Writers, M. Hrushevskyi refused to participate in the project. These approaches of interpreting the idea of a “free university” have shown different educational paradigms: traditional academic and innovative anthropocentric, aimed at self-realization of the subjects of the educational process. M. Hrushevskyi insisted on the democratization of the high school, but as for O. Kolessa the priority was preparation of the national elite on the basis of established academic values, the acquisition of UFU status of equal status among other universities. The model of M. Hrushevskyi, close to the American one, was implemented by the Ukrainian Institute of Sociology in Vienna (since 1925 in Prague), which provided free choice of courses and project topics, choice of external form of education, etc.

In the “Statement on the Establishment of UFU” (1921), the purpose of the Ukrainian University defined “the expansion of higher education in all areas of human knowledge” due to the providing “while ensuring the full will of the view and the direction of thought”, which “will strength the prestige of the people before foreigners and is a clear manifestation of cultural independence and independence of cultural sovereignty of our nation ...” (*The life of the Ukrainian colony in Prague*, 1913, p. 1-2). The organizers provided the autonomous solution of scientific issues, inclusion of professors and associate professors in the professorial board, admitted to study with the right to take exams of all interested persons, regardless of the formal preparation, initiating the teaching of new courses, support the institution by “university fund”, to the leadership of which representatives of the “Union” and UFU were included. The founding document was signed by the representatives of the administration (Rector, Professor O. Kolessa, Professors I. Hanytskyi, S. Dnistrianskyi,

V. Starosolskyi), the leadership of the “Union of Ukrainian Journalists and Writers” (Dr. V. Kushnir, the famous poet O. Kandyba-Oles, Secretary A. Baranov) and student self-government (the chairman of the academic society “Sich” I. Fediv, delegates of the faculties M. Obrizkiv and B. Skoryk).

The grand opening of the University with the participation of the authorities, scientific communities, the public, foreign delegations and students took place on January 17, 1921. The Vienna Magistrate allowed UFU to work in the buildings of two schools. The Senate of the institution included the rector O. Kolessa, I. Hanytskyi, S. Dnistrianskyi, V. Starosolskyi and others (*The life of the Ukrainian colony in Prague*, 1913, p. 38-40). Instead of the planned three faculties, only two had to be opened: the Philosophical (Historical-Philological and Natural History Departments) and the Faculty of Law and Social Sciences. For the Faculty of Natural Sciences and Mathematics in the presence of scientific staff there was lack of profound material and technical base. The academics and professors were proud of the teaching staff of the UFU: of the chemist I. Gorbachevskyi, linguists O. Kolessa and S. Smal-Stotskyi, historian D. Doroshenko, art historian D. Antonovych, geographer S. Rudnytskyi, statistician F. Shcherbyna, lawyer S. Dnistrianskyi, V. Starosolskyi, S. Shelukhin. Some help was provided by the Ukrainian Society of Educational Supporters, by the renowned singer O. Myshuga, professors of the UFU I. Hanytskyi, O. Kolessa, V. Starosolskyi (Yanev, 1987, p. 17), but material problems slowed the development of the institution. The only academic issue of the Viennese period was the habilitation of I. Mirchuk (in the future, the rector of UFU).

In February 1921, the Ukrainian Academic Community in Prague appealed to the UFU with the proposal “to calm the spiritual hunger” of more than 1,000 Ukrainian students who lived in the Czech Republic (Ukrainian, p. VII), where for emigrants from the Russian Empire and the USSR favorable conditions were created. In May 1921, a delegation of O. Kolessa and S. Dnistrianskyi handed over to the President T. G. Masaryk – “a world of science and a glorious representative of free cultural thought”, a memorandum arguing the expediency of the transfer of the UFU: the commitment of the CHSR authorities to the emigrants and liberation desire of Ukrainian people, number of students, etc. (Mirchuk, 1948, p. VIII). In terms of the preconditions for Ukrainian-Czech cooperation, the release in Prague of the first uncensored edition of T. Shevchenko’s poetry (1876), banned in Russia, was significant. Ukrainian students at Prague University were inspired by T. Masaryk’s lectures, which justifying the idea of small people revival, often quoted J. Herder that “Ukraine will become one day the new Ellada for the world” (Bochkovskyi,

1930). Evenings in honor of T. Shevchenko and M. Lysenko, hosted in Prague and Vienna by a community of Ukrainian students and the “Sich Society”, were visited by scholars and public figures, including T. Masaryk (Ukrainian, 1927, p. 85; *Concert in honor of T. Shevchenko and M. Lysenko in Vienna*, 1913, p. 101), who supported the cultural needs of Ukrainians in the parliament together with I. Gorbachevskiyi, O. Kolessa, and S. Dnistrianskiyi. The lawfulness of the requirements of the Ukrainian university was also defended by the “realist” Professor F. Drtina. In 1917 the Czech-Slovak National Council recognized the Central Council of the Ukrainian People’s Republic, headed by M. Hrushevskiyi, and demanded the creation of the Czech-Slovak Republic at the meeting of Czech legionaries at Kyiv University with the participation of T. Masaryk. As a former exile, the President of the Czech-Slovak Republic appealed to the governments of different countries to help migrant students to maintain a healthy social base and develop the national cultures of future democratic states of Eastern Europe (Valiavko, 2004).

Finally, under the orders of the Ministry of Foreign Affairs of the Czech Republic, the Department of Politics of the State Ministry of Schooling and Education and the President, decisions of the Academic Senate and faculties of Karl University, UFU was moved to Prague (Ukrainian, 1931, p. 69). The congratulations of the rector of Karl University, Professor B. Niemets, “Czech-Slovak, Bulgarian, Belarusian, Serbo-Croatian, Slavic and Ukrainian citizenship, Czech-Slovak authorities and the international organization and students” and the assistance of the international organization and students were shown by the congratulations of the event for the activation of intercultural interaction (Ukrainian, 1931, p. 20-22). At the same time the first rector of UFU O. Kolessa devoted the inaugural speech to the relations of the two Slavic nations, called the noble support of the Ukrainian University by the authorities and the community of the Czechoslovak Republic “a cultural act of historical significance, the weight of which goes far beyond the horizons of current events and contemporary horizons” (Ukrainian, 1931, p. 88-89). The culmination of the ceremony was the performance of Ukrainian, Czech and Slovak hymns, which has become a tradition.

“The Status of Ukrainian Free University” (October 5, 1921) focused on the normative documents of Europe, determined the procedure for the provision and management of the institution, outlined the rights and responsibilities of teachers and students, fixed the possibility of teaching in the buildings of Karl University, provided for the annual re-election of the rector (innovations in the practice of Ukrainian higher education), admission of

student representatives to the meetings of the professorial college, adaptation of the relationship between the academic corporation and students according to the model of Karl University. The structure of UFU included the Faculty of Philosophy (History, Philology and Natural and Mathematical Departments) and the Faculty of Law and Social and Economic Sciences; under favorable conditions other structural units were to be established. The purpose of UFU was to define “creative positive work” aimed at serving the science and culture of the native people through the teaching and scientific works in their native language, maintaining relations with the entire scientific and cultural world (Ulyanovskaya & Ulyanovskyi, 1993). The university community had set the task from the perspective of returning to Ukraine: to prepare young people for activities in various institutions and future governments; to organize scientific work and allow professors, associate professors and other scientists to continue their professional studies; to facilitate formation of a Ukrainian university or universities in their native land and be ready to transfer to their native territory. S. Narizhnyi stressed that UFU combines “purely scientific, school and extra-curricular” functions (Narizhnyi, 1923, p. 4). The appearance of UFU caused a resounding public resonance, concern over the effects of the massive “brain drain” abroad. On September 3, 1921, participants of the Inter-Party Congress of Political and Cultural Science Institutes in Lviv appealed to emigrant scientists to return to their homeland to join the secret Ukrainian University. In the letter of reply the Council assured that “formation of a UFU abroad is a powerful protest against the brutal and anti-cultural system that expelled Ukrainian youth and science from Lviv University” and from the higher schools of the USSR and confirmed its readiness to move the institution to Ukraine (Yanev, 1987, p. 23). Subsequently, the professors and students of the Ukrainian Free University in Prague provided significant support to the colleagues from the secret Ukrainian University in Lviv.

During the Prague period the personnel of the UFU was replenished by ministers and members of diplomatic missions of the Ukrainian state, political emigrants from Soviet Ukraine. Among them there were a philosopher D. Chyzhevskyi, economists S. Borodaievskyi and V. Tymoshenko, historians V. Bidnov, O. Lototskyi, O. Ogloblin, N. Polonska-Vasylenko, archaeologists I. Borkovskyi, O. Bochkovskyi, an art critic V. Shcherbakivskyi, a literary critic L. Biletskyi, a linguist P. Kovaliv, jurists O. Andrievskyi, L. Okinshevych, O. Shulgin, a geographer V. Kubiiovych, a geologist F. Shvets. “UFU Status” provided free education. Most students who studied at Karl University or other high schools in the republic received scholarships (Narizhnyi, 1942, p. 75).

Representatives of 25 nationalities were educated at UFU – citizens of 21 countries (Ukrainians, Byelorussians, Czechs, Slovaks, Germans, Latvians, Estonians, Lithuanians, Poles, Croats, Romanians, Hungarians, Dutch, Jews, Armenians, Georgians, Bulgarians, Moldavians, Russians, Tatars, etc.). The student warehouse, which included 874 individuals in 1923, declined sharply over time, primarily due to material hardship. Representatives of the intelligentsia made efforts to support the “victims of the national disaster”. Prominent educator and community activist Sofia Rusova at the International Women’s Councils Convention in Denmark (1924) appealed to the Red Cross for assistance of Ukrainian students in the Czech-Slovak Republic (Dzhus, 2013, p. 172). The problems of the academic youth were addressed to the members of the Ukrainian Women’s Community which included faculty members of UFU and Czech-Ukrainian Committee of Assistance to Ukrainian and Belarusian Students in Prague, distributing scholarships, holding boarding schools, assisting with medical studies, organizing student unions, in particular, the Ukrainian Student Cooperative in Prague. Active interaction in the Czech-Slovakian capital of the Ukrainian-Lithuanian Student Society testifies to the interaction of different academic environments.

The peculiarity of UFU was implementation of the educational process in Ukrainian, but sometimes lectures were given in Czech, Slovak, French, English, German; besides, classical languages were studied. The analysis of the programs shows the gradual diversification and increase in the scientific saturation of the content of education (Programs, CSAFU). The contribution of teachers to the development and implementation of a wide range of disciplines in Ukrainian studies, which with the exception of Ukrainian history and literature was not taught at other universities, was great. During the Prague period 41 programs of courses in Ukrainian historiography and source studies, history of Ukraine, Ukrainian language, history of Ukrainian art, Ukrainian law, theater, Ukrainian philosophy, church, pedagogy, ethnography, geography, which were distinguished by new scientific and methodical studies, were tested. Among the forms and methods of teaching, lectures, seminars with discussions, laboratory classes, excursions, various exercises predominated. Knowledge control was carried out through colloquiums and exams, to which sometimes Czech professors were invited. Young people at UFU treated the education as a conscientious patriotic duty, demonstrating motivation and high academic tone. Teachers paid attention to the methodological aspects of teaching the disciplines needed for future teachers and researchers. In order to develop critical thinking, it was necessary to participate actively in selected

seminars and workshops, where the results of research on specific issues were made public in the form of abstracts, controversies and discussions (Nevrlyi, 1992, p. 212). With particular enthusiasm students worked in the professors' seminars, which combined demanding and cordial attitude towards the students. The deepening of knowledge and research activities was facilitated by the involvement of students of different faculties and universities in the meetings of the circles and scientific societies on the basis of UFU, the publication of their results in the periodicals and scientific editions. Comparative analysis of the higher education development in the USSR and European countries shows that violations of the rights of academic freedom and autonomy, increased centralization, unification, Russification, ideologization in the Soviet higher education, the practice of mass repression did not contribute to the self-realization of the participants of the educational process and negatively affected science and education. That's why UFU became a unique alternative to Soviet universities.

To prepare a new generation of scientific and pedagogical staff, the Institute of Professor Fellows was established with a special foundation. Subsequently, this function was taken over by the Ministry of Education of the Republic. Among the fellows of UFU there were future professors (I. Borkovskyi, O. Bochkovskyi, O. Gaymanivskyi, S. Narizhnyi, V. Sichynskyi, F. Sliusarenko), associate professors (O. Baraniv, M. Dolnytskyi, V. Oreletskyi, D. Petrashivskyi, S. Rosokha, Yu. Rusov, S. Cherniavskyi, K. Chekhovych) who linked their careers with alma mater and other high schools. The Institute of Assistants has contributed to the improvement of teachers' qualifications. At the age of 23, the doctoral thesis at UFU was defended by the son of the famous poet O. Oles – Oleg Kandyba (Olzych), who headed the archeology department of the Czech National Museum, began a teaching career at the Ukrainian University, collaborated with Harvard, became an associate organizer of Ukrainian Scientific Society in the USA. Among the doctors protected at UFU there were scientists and public figures M. Antonovych, M. Arkas, M. Boiko, I. Budzhygan, P. Vergun, I. Vitvytskyi, M. Zalizniak, E. Kaminskyi, X. Kononenko, I. Loskyi, I. Mazepa, M. Mandryka, G. Melnyk, M. Mykhalchuk, P. Parkhomenko, V. Pachovskyi, E. Prykhodko, A. Ravych, E. Tomashivskyi, S. Turkevych-Lukianovych (Lisovska), P. Fedenko, L. Chykalenko and others (*From the activities*, 1942). However, due to the high competition, a number of doctors have moved to countries that have recognized diplomas of Ukrainian University (Slovakia, Yugoslavia, Canada, etc.). Many students worked in the educational

and public fields, in the administrative and banking sphere, in cooperation, in journalism.

The first honorary doctors of UFU were distinguished representatives of national culture and science: writers O. Kandyba-Oles, O. Kobylanska, B. Lepkyi, V. Stefanyk, composers V. Barvinskyi, O. Koshyts, scientists A. Voloshyn, I. Gorbachevskyi, D. Doroshenko, O. Kolessa. Among the scientific units of the UFU (physicians, chemists, engineers, naturalists) the Historical and Philological Society was prominent, because in the period of Prague it issued 5 collections of papers, declaimed 500 reports (Holiat, 1964). Thanks to the International Exchange Service, UFU publishing products were supplied to many libraries and scientific institutions of the world. During the first decade of UFU activity, teachers joined for work more than 20 congresses and they became organizers and participants of the representative Ukrainian scientific congresses in Prague (1926, 1932). According to S. Rusova's definition, the universal recognition of cultural work and respect for Ukrainian science was obtained through the efforts of the teachers of the UFU and the Pedagogical Institute in Prague (Sládek & Běloševská, 1989, p. 41). At the important events in the republic, UFU took an equal place with other universities (Zilynskyi, 1995). With sincere gratitude, UFU Academic Corporation held a solemn meeting on the occasion of the proclamation of the Czech-Slovak People's Republic and the President's anniversaries; teachers and students published collections of works dedicated to T. Masaryk. The monographs of the UFU professors O. Bochkovskyi (Bochkovskyi, 1930) and M. Omelchenko (heads of the Ukrainian Women's Union, the Association of Women with Higher Education and the publishing house "Czech-Ukrainian Book") are distinguished by their thoroughness. The last edition is riddled with the hope that T. Makarik's example (humanist, social reformer, native leader, supporter of the American model of the People's University) will inspire young people to conscientious work (Omelchenkova, 1931). Intensification of cooperation in the Czech-Ukrainian academic community contributed to the scientific and cultural activities. Considerable efforts have been made by UFU scientists to study Czech antiquities. Among the 89 editions of works by Ya. A. Komenskyi, which were found in various libraries in Europe and many researches by D. Chizhevskyi, the full text of the famous "Pansophie" was sensationally found (Vidnianskyi, 1994).

With the participation of UFU and the Ukrainian Public Committee, the Ukrainian High Drahomanov Pedagogical Institute with the Ukrainian Grammar School, the Ukrainian Studio of Plastic Arts, and the Ukrainian Academy of

Economics in Podebrady were founded. UFU professors have taught Ukrainian studies at Karl and Masaryk Universities and other colleges. Collaboration with the Kamenskyi University in Bratislava, the University of Philadelphia, the Slavic Institute in Prague, the Ukrainian Academy of Sciences in Kyiv, and T. Shevchenko Scientific Society in Lviv have been fruitful. UFU scientists (A. Artymovych, L. Biletskyi, O. Kolessa, O. Lototskyi, S. Smal-Stotsky, F. Steshko, V. Tymoshenko, D. Chyzhevskyi, etc.) and professors from Czech-Slovak Republic (J. Bidlo, T. Masaryk, Z. Neiedly, L. Niderle, G. Polivka, K. Khodunskyi, etc.) were elected full members of T. Shevchenko Ukrainian Scientific Society.

Public lectures about UFU faculty, open meetings of faculties and scientific societies with discussions, gathering hundreds of students facilitated public awareness of Ukraine. To enhance civic and aesthetic upbringing of youth, consolidation of the national intelligentsia and preservation of historical monuments, the unique Museum of the Liberation Struggle of Ukraine created with the participation of teachers and pupils of the UFU, which was of paramount importance (Mushynka, 2005). The Ukrainian Academic Committee headed by the Rector of UFU, recognized by the International Commission for Intellectual Cooperation in the League of Nations. The “Central Union of Ukrainian Students” (CUUS), led by UFU activists, united Ukrainian students from Europe and America and became a member of the International Student Confederation (Antonovych, 1976). The priorities for Ukrainian scholars and students were to support a new democratic Europe, to expose the inhumanity of totalitarian regimes, to develop Ukrainian culture and to broadcast reliable information about Ukraine to the world community. The community of Ukrainian students and the Ukrainian Women’s Union integrated into international structures defended the rights of young people without disregarding pressing social problems. The representatives of “Ukrainian Women Society” (N. Kucheriavenko-Kozytska and M. Antonovych – the listener of Karl University and UFU, Doctor of Philosophy) in the development of “Falcon” and “Plast” were very active. Student self-realization was facilitated by participation in various societies (general-student, professional, educational, artistic, ideological, cooperative, sports, etc.), especially actively – in “Prosvita”. The pearls of national holidays and cultural events (the Day of Catholicity of Ukraine, Shevchenko holidays, Mother’s Day, academy in honor of professors and prominent Ukrainian figures) were the speeches of the pupil of UFU, the first Ukrainian female composer, Dr. S. Turkevych-Lukianovych, Honorary Doctor of UFU V. Barvinskyi, the lecturer at the UFU, S. Dnistrianska, the

member of “Kobza” band under the head of V. Yemets created on the initiative of the University. Along with the interest in the Ukrainian folk song, the admiration of the Czech public caused the performance of the work “Jan Hus” (words by T. Shevchenko, music by M. Lysenko). The Apollo Militans’ evenings, organized under the leadership of Dr. O. Kandyba in an innovative style of heroic theater, have given rise to the awareness of civic duty. The intense life of Ukrainian youth is evidenced by the creativity of the representatives of the galaxy of Prague schools (poetic, artistic, composer, historical, archeological), successes in national and world level competitions in arts and sports. Thus, the triumph was the victory of the Ukrainian Academic Choir under the leadership of the first Ukrainian Women Coryphaeus P. Shchurovska-Rossinevych (the colleague of the famous O. Koshyts, an Honorary Doctor of UFU) at the Slavic Song Festival on the occasion of the 10-th anniversary of .

In the early 1930s, as a result of the economic crisis and the rapprochement of the Czech Republic with the Soviet Union and Poland, Ukrainian emigration rights were restricted, subsidies were cut, and the Dragomanov High Pedagogical Institute and the Ukrainian Academy of Economics were closed. The threat of liquidation of the Ukrainian Free University was offset by the efforts of I. Gorbachevskyi, who combined the functions of the Rector of the University and the President of the Czech-Slovak Academy of Sciences. At the same time the financial problems of the UFU were exacerbated, because the government subsidies accounted for a big portion of the budget. An important support was the presidential subsidy of T. Masaryk, the compensation by the authorities of the costs of publishing textbooks and the organization of scientific events, the activities of the Curatorium (the Chairman – Professor of Karl University Ya. Rypka) and the Support Fund of the Ukrainian University Science, headed by I. Gorbachevskyi. However, UFU faculty members were paid less salaries than their colleagues at Karl University. A worthy example of asceticism was the voluntary refusal of salaries by I. Gorbachevskyi and O. Kolessa, who have worked in other institutions, in favor to UFU [20, p. 134]. Under the influence of numerous appeals of Ukrainian societies in 1938–1939 the transformation of the UFU into a state university of the Carpathian Ukraine was initiated, but suspended since the beginning of the Second World War. After the occupation of Czechoslovakia by Hitler’s troops, subordination to the German curator led to total control, restriction of rights, temporary content of the study. Tragic in the history of the institution was 1945: with the advent of the Red Army, Rector A. Voloshyn, like most teachers, was imprisoned and other members

were even shot. Library, archive, bank account, Museum of liberation struggle were liquidated or exported to the USSR.

Escaping the persecution, a group of professors went west, hoping to save the alma mater. With the permission of the Bavarian and occupying American authorities, the institution began its work in the unadaptable buildings of the Displaced Camps in Augsburg, where a branch of the institution was established later. Subsequently, the Bavarian Ministry provided a school building for the needs of the institution. Professor V. Shcherbakivskyi was elected the Rector of UFU, who made considerable efforts to restore it. In the "Status" (1948) the national goal of the Ukrainian Free University was emphasized: "to support all branches of science, in particular those directly or indirectly related to the Ukrainian nation and to develop the foundations of Ukrainian culture as an integral part of human culture". At the end of the 1940s over 500 students studied at UFU and the number of professors reached 80 people, among whom there were scientists of the "new" wave of emigration: Yu. Boiko-Blohin, Yu. Burghardt-Klen, G. Vashchenko, M. Vietukhiv, V. Derzhavin, P. Zaitsev, O. Kulchytskyi, P. Kurinnyi, Y. Paneiko, Y. Shevelov-Sherekh, V. Yaniv. The assistants and associate professors mostly worked for the promising scientists who made up doctorates at UFU. The US organizations – UNRRA (United Nations Relief and Rehabilitation Administration) and IRO (International Refugee Organization) provided one-off grants. The Ukrainian Cooperative "Unity" deducted interest on profits, the Bavarian government supported modest grants, which allowed to pay the professors for their work and to help the students partially. In order to preserve and develop academic traditions, the Ukrainian Free Academy of Sciences was founded, T. Shevchenko Scientific Society was reborn, Central Union of Ukrainian Students was restored, which aimed to promote the deepening of Ukrainian studies.

Ukrainian higher education in post-war West Germany was represented by a whole network of established or renovated institutions: Ukrainian Free University, Ukrainian Economic High School and the Theological and Pedagogical Academy in Munich, the Ukrainian Technical and Economic Institute in Regensburg (in Padebrad), the Institute of Live Languages in Augsburg. However, only three of these schools were succeeded in recognizing diplomas. According to N. Polonska-Vasylenko thoughts, UFU gave impetus to the establishment of free universities, in particular the Baltic University in Hamburg, the German Free University in Berlin (Polonska-Vasylenko, 1971, p. 17). Despite the better financial support of the Baltic University, the German

University in Prague, the International University for Displaced Persons of the UNRRA in Munich (where Ukrainians predominated in the student body), those institutions were active for a brief time.

Successful accreditation of UFU and obtaining the right to confer the degrees of Master, Doctor and Doctor of Habilitation contributed to the growth of the prestige of the institution. On September 16, 1950, the decree of the Bavarian Ministry of Education and Religion recognized the UFU as a private university with relevant academic rights, which was later confirmed by the Bavarian Higher Education Act of 1978 (Lopushanskyi, 2007). The recognition of these rights by the universities of Canada and the USA has affected the career prospects of doctoral students. However, due to currency reform, it was the mass emigration of teachers and students in order to find favorable conditions for self-realization and the UFU had to make adjustments to the organization of the educational process. Instead of lectures, consultations and seminars with small groups of students were more actively practiced, which subsequently led to a ten-year break in the implementation of the stationary form of education (1956–1966). In accordance with new challenges and due to the decisions of the Senate of UFU, it was established the Institutes of Distance Education (Correspondent Form of Study) in Sarsel (1948–1955), Literary Studies, Psychology and later – Socio-Economic, Black Sea Institute for the Study of Eastern Problems; Representative offices were opened in Canada, the USA and France, which operated until the 1990s. At the same time, the UFU has succeeded in maintaining the value of a well-known scientific community through the active participation of the professors in the work of numerous congresses and conferences in Germany and beyond increased cooperation with the academic world. The English-language collection “Ukraine and its People” (1949), edited by Professor I. Mirchuk, became a significant achievement.

With the advent of the law on the removal from school of all other institutions in the 1960s, the problem of finding a new building arose. Thanks to the creation of the Society for the Promotion of Ukrainian Science (Haus der Ukrainischen Wissenschaft) by Professors O. Kulchytskyi and Z. Sokoliuk, sponsored by UFU, T. Shevchenko Scientific Society and the Ukrainian Technical and Economic Institute, the institution had received residences and small but regular grants from the Federal Republic of Germany (until 1996) and the Free State of Bavaria (until 2006). Despite the restriction of the students' contingent, UFU continued to establish broad links with foreign centers of Ukrainian studies in the USA, Canada, France, Brazil, Australia, Argentina and

other countries, working in the following areas: study of the history, culture and economy of Ukraine; exploring its relationship with other people; providing higher university education to the new Ukrainian generation of researchers, policy makers and public figures; familiarizing the general public with objective information about Ukraine and its people (Korchemna, 2014, p. 159). At that time the institution's activities were focused on publishing scientific and teaching materials and doctoralizations of applicants, most of whom had previously studied at UFU and worked in high schools in North America. UFU professors have taught in different parts of the world: D. Chyzhevskiy at Harvard, Y. Rudnytskyi at the University of Manitoba, O. Pritsak in Hamburg and Paris, Y. Shevelov at Columbia University, R. Smal'-Stotskyi at the Market University, O. Andrushkiv at Seton Hall University, M. Vietukhiv at Columbia University, O. Gorbach at the Universities of Goettingen and Marburg. Professors J. Armstrong, G. Ibersberger, G. Kokh and P. Rorbakh were involved in lecturing at UFU (Kucher, 2006).

Classes have been renewed since 1965 (summer and winter courses in Ukrainian studies, pedagogical and language courses for G. Vaskovych and English courses in Oriental Studies organized jointly with the University of Michigan). As the most potential listeners were outside Europe, the lectures were limited to two summer months and the program of lectures to two senior (doctoral) semesters. In 1970, only 12 people received doctorates at the Faculty of Philosophy of the UFU (Polonska-Vasylenko, 1971, p. 25). Updating the need to form a new generation of university professors is linked to mass emigration and the death of scientists. This was compounded by UFU inability to provide grants to many emigrant applicants to prepare dissertation research. The lack of scientific and pedagogical staff was offset by the invitation of lecturers to teach special lecture courses, which coincided with the summer high school courses. UFU faculty members have published the results of their investigations in the University's Scientific Notes and Scientific Papers.

The activation of UFU was facilitated to the purchase of buildings for the needs of the institution with the support of Patriarch Joseph the Blind (1974). The academic community has positioned UFU as a school of self-government, state-building and real democracy. Representatives of different people who sought to eliminate national discrimination were worked there – Dr. N. Nakashidze (specialist from Caucasus), professor, Dr. Y. Stankevich (Belarusian Philology). According to Professor R. Smal'-Stotskyi definition, the historical importance of UFU to European and world science was that that it was the first university, which protest “the enslavement of academic liberties

and the deformation of scientific truth” (*Statement, minutes of meetings of the board of the Ukrainian Free University on its foundation*) and became a precursor of Free European University in Strasbourg. Kurt-Maria-Ruda argued that the professors and students of UFU accomplished a real spiritual feat and showed, despite all their difficulties, the ability of a free spirit when it confronted conscience with physical force (Yerzhabkova, 2011, p. 11). Scientific sessions and conferences in honor of the “great humanist and democrat, president-founder T. Masaryk” were systematic in nature at UFU, in particular organized together with the universities of Stuttgart, Erlangen, the Institute of Scientific Studies at Sorbonne, the evenings in honor of the prominent Czech Creators (Ya. A. Kamenskyi, B. Smetana, A. Dvorzhak, L. Janachek, J. Suk), Ukrainian-Czech art exhibitions (Yerzhabkova, 2011, p. 4).

Full university education was renewed in 1993. The current structure, objectives and prospects of the institution’s development are presented in UFU Concept, developed in 2000 (8), but it needs significant renewal. In the process of developing, the third faculty, Ukrainian Studies, was established. Now the structure of UFU includes the Institute of Ukrainian-German Relations Studies, the Institute of Market Economics and the Pedagogical Institute, which provides advanced training for teachers of Ukrainian studies. In accordance with an agreement between the Ministry of Education and Science of Ukraine and the Ukrainian Free University (1992), the legality of UFU diplomas in Ukraine was recognized. Ukrainian Free University is the only higher education institution in the world outside of Ukraine, which provides master and doctoral programs in Ukrainian. In the organization of the educational process, discussions play an important role in contributing to the development of autonomy of thought and the formation of students’ critical thinking. Considerable attention is given to comparative studios (in linguistics, cultural studies, political science, etc.).

UFU aims to form representatives of the national elite, “to educate a new generation of leaders and professional staff capable of building a healthy, just and economically viable civic society” (Calling, 2018). The intermediary role of the institution in the integration of Ukraine into the European and world scientific and educational space with the prospect of transformation into an international university is growing. In accordance with the agreements signed with a number of universities in Ukraine, training of teachers and other forms of scientific cooperation were intensified. If over the last decades the activities of the University have been focused on the training of scientific and pedagogical staff, now the course is devoting to the harmonization of

educational, scientific and publishing directions of work. UFU constantly updates the list of proposed disciplines, engages leading experts in various fields of knowledge and countries around the world, and deepens its international law program by incorporating new courses in human rights and European Union law. Taking into account developments in Germany and Ukraine (war, refugees), pedagogy and psychology courses are being expanded “with a focus on social pedagogy to prepare students to understand better the problems of refugees, displaced children and psychologically traumatized families” (Pryshliak, 2017). Among the wide range of events held at the university to familiarize students and the general public with the achievements of Ukrainian and world science and culture are traditional music concerts with classical and folk repertoire, scientific exhibitions and periodicals, artistic paintings of original masters. The original form of scientific activity at UFU at the present stage is “University Fridays” – a permanent seminar on current topics with the participation of well-known scientists, writers, artists, public figures, journalists, popular with the Ukrainian community in Munich. It is a good tradition to organize international scientific conferences on the occasion of the jubilees of the Ukrainian Free University, in which Ukrainian scientists from different countries of the world take part.

Conclusions. Among the set of factors that influenced formation and development of the Ukrainian Free University in different historical periods are geopolitical (loss or restoration of Ukrainian statehood, world wars, international relations), economic and socio-political (economic status of the host country, policy on national minorities, activity private and public initiative among emigrants), educational (reforms in higher education, changes in goals, functions, priorities, structure, content, forms and methods of teaching, flexibility of programs, intensification of academic migration and scientific cooperation). The subjective factor also should not be ignored, namely the authority and charisma of Ukrainian intelligencia, interpersonal relationships and ambitions of prominent scientists, the presence of different conceptual approaches to the prospects of UFU.

On the basis of a retrospective analysis of the dynamics of quantitative and qualitative characteristics of the University’s activities, the periodization of the establishment and development of the institution was carried out: the Viennese period (1920–1921), marked by the transformation of university courses into a full-high school; the Prague period (1921–1945) covers two stages: (1921–1930) – intensification of academic, scientific, publishing, cultural, educational and social fields of work with the support of the Czech

authorities; (1930–1945) – narrowing of the opportunities for self-realization of teachers and students, unsuccessful attempts to transfer the institution to the territory of Ukraine; the Munich period (1945 – to the present) includes the following stages: (1945–1965) – priority of publishing direction of work and correspondence form of study; (1965–1990) – enhancement of scientific and educational potential, intensification of the process of doctoralization of applicants; (1990 – present) – integration into the European and world scientific and educational space.

Designed as a local intellectual azimuth for emigrant students, after the abolition of Ukrainian departments in Lviv and Chernivtsi, the liquidation of Ukrainian university units in the Soviet Union, UFU became the only university to represent independent Ukrainian science, to provide continuity in the development of pre-Soviet scientific schools and to form the personality in the context of national culture. UFU has demonstrated the ability of the national intelligentsia to self-organization and creative self-fulfillment in extreme conditions, setting an example for other free universities in Europe and higher schools in exile. The academic community facilitated organization of communication between representatives of different peoples, generations, directions and beliefs, first of all, from countries where totalitarian regimes made it impossible for the creative self-realization of teachers and students.

The prospects of further research are seen in studying modern life of the UFU, which demonstrates its commitment to European democratic values, its ability to realize academic freedoms through a combination of educational traditions and innovations, open dialogue of languages and cultures, synthesis of national identity with a tolerance for different cultures and dissent, harmonization of trends for globalization, internalization and localization of high education.

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РЕЗЮМЕ

Корж-Усенко Лариса, Сидоренко Елена, Довгополова Анна. Развитие Украинского Свободного Университета: национальная идентичность и диалог культур.

Предлагаемая статья описывает периоды становления и развития Украинского Свободного Университета, который в течение 100 лет является представителем украинского высшего образования и науки в Европе. Выявлен

комплекс факторов, которые влияли на предпосылки зарождения, особенности становления и развития учреждения в венский, пражский и мюнхенский периоды. Авторы рассматривают историю Украинского Свободного Университета в дискурсе генезиса идеи свободного высшего образования как составляющей реформаторской педагогики и институционализации украиноведения в мировом научно-образовательном пространстве. Доказано, что в соответствии с европейскими традициями академическая среда Украинского Свободного Университета функционировала на основе академической автономии, в отличие от системы высшего образования в Советском Союзе, где авторитет университета игнорировался, свобода преподавания, обучения и исследования были строго ограничены (особенно в социально-гуманитарных областях). Раскрывается инновационный потенциал Украинского Свободного Университета, который способствовал развитию частного высшего образования в европейских странах, освещаются достижения и трудности в осуществлении разнообразной деятельности учреждения. Особое внимание уделяется анализу организации учебного процесса, направленного на сохранение национальной идентичности украинской студенческой молодежи и налаживание сотрудничества между представителями различных академических сообществ в контексте межкультурных взаимодействий. В процессе исследования использовались современные научные подходы (системный, антропоцентрический, культурологический, междисциплинарный) и методы (общенаучные - анализ, синтез, сравнение, систематизация, обобщение; конкретно-научные - историографический, текстовый, ретроспективный и синхронный анализ).

Ключевые слова: академическая автономия, диалог культур, национальная идентичность, Украинский свободный университет, украиноведение.

АНОТАЦІЯ

Корж-Усенко Лариса, Сидоренко Олена, Довгополова Ганна. Розвиток Українського Вільного Університету: національна ідентичність та діалог культур.

Запропонована стаття описує періоди становлення та розвитку Українського Вільного Університету, який протягом 100 років є представником української вищої освіти та науки в Європі. Виявлено комплекс факторів, що впливали на передумови зародження, особливості становлення та розвитку установи у віденський, пражський та мюнхенський періоди. Автори розглядають історію Українського Вільного Університету в дискурсі генези ідеї безкоштовної вищої освіти як складової реформаторської педагогіки та інституціоналізації українознавства у світовому науково-освітньому просторі. Доведено, що відповідно до європейських традицій академічне середовище Українського Вільного Університету функціонувало на основі академічної автономії, на відміну від системи вищої освіти в Радянському Союзі, де авторитет університету ігнорувався, свобода викладання, навчання та дослідження були суворо обмежені (особливо в соціально-гуманітарних галузях). Розкривається інноваційний потенціал Українського Вільного Університету, який сприяв розвитку приватної вищої освіти в європейських країнах, висвітлюються досягнення та труднощі у здійсненні різноманітної діяльності закладу. Особлива увага приділяється аналізу організації навчального процесу, спрямованому на збереження національної ідентичності української студентської молоді та налагодження співпраці між представниками різних академічних громад у контексті міжкультурних взаємодій. У процесі дослідження використовувалися сучасні наукові підходи (системний, антропоцентричний, культурологічний, міждисциплінарний) та

методи (загальнонаукові – аналіз, синтез, порівняння, систематизація, узагальнення; конкретно-наукові – історіографічний, текстовий, ретроспективний та синхронний аналіз).

Ключові слова: академічна автономія, діалог культур, національна ідентичність, Український вільний університет, українознавство.

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АКТУАЛЬНІ АСПЕКТИ ОСВІТНЬОЇ ПІДГОТОВКИ WEB-ДИЗАЙНЕРІВ ДО ПІДПРИЄМНИЦЬКОЇ ДІЯЛЬНОСТІ

Мета статті – дослідити актуальні аспекти вдосконалення дизайн-освіти у зв'язку з поширенням тенденцій цифровізації та становленням ринкової економіки. Методи: теоретичний аналіз, узагальнення, систематизація. Результати: розкрито сутнісні характеристики функціонування дизайн-освіти; узагальнено емпіричні дані, отримані в результаті виконання емпіричних досліджень; констатовано перспективні напрями дизайну для підприємницької діяльності. Практичне значення статті полягає в наведенні емпіричних статистичних даних, що актуалізують необхідність підготовки веб-дизайнерів до підприємництва. Зроблено висновок щодо особливостей підприємницької діяльності в царині дизайну як процесу становлення самобутніх молодих творців інноваційних ідей і проєктів, авторів неординарних методик і технологій, винахідників нових способів і шляхів розвитку суспільства. Відповідно до кваліфікаційної характеристики професії уточнено основні професійні функції web-дизайнера.

Ключові слова: дизайн, web-дизайн, саморелізація дизайнера, підприємництво в дизайні, професійна підготовка web-дизайнера.

Постановка проблеми. Становлення дизайну як провідної галузі мистецтва й цивілізаційного поступу обумовлюється глобалізаційними викликами, соціокультурними запитами та здійснюється в економічній, науково-технічній та естетично-культурній сферах. В умовах діджиталізації найбільш затребуваними є фахівці, які успішно реалізують потенціал сучасних інтернет-технологій для виконання різноманітних професійних завдань. Особливе місце з-поміж таких спеціалістів займають web-дизайнери – творчі грамотні спеціалісти, глибоко обізнані з новітніми технологіями проєктування й оформлення інтернет-ресурсів, які володіють художньо-проєктною культурою, мають розвинене художньо-творче мислення, здатні розробляти та оформлювати об'єкти інформаційного середовища Інтернету високими споживчими властивостями й естетичними характеристиками. З огляду на постійно зростаючий попит web-дизайнерів, відсутність системи якісної