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TRAINING OF PHILOLOGISTS IN THE HISTORY OF UKRAINE.

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In the last time when the activity of our country aimed at intercultural integration at national and international level there is a need to modernize the content of language education in Ukraine. Economic, cultural, scientific and political connections of modern Ukraine and the European Union actualize the problem of formation of teacher identity which should be capable of nurturing and form a system of knowledge of pupils in the conditions of the dialogue of cultures. Problems touching training teachers - linguists as a separate phenomenon with stable system of values take special attention.

The study of the idea genesis in philology teacher training in the history of national pedagogical thought will let characterize deep traditions and progressive trends in the national system of teacher education. The general issue of network formation and content-providing methodical teacher education in the history of national educational thought was observed in the works of such scientists as: M.M. Bar, I.J. Burlaka, K.I. Vasilyev, L.P. Vova, A.V. Gluzman, V.I. Lugovyi, V.K.

Mayboroda, F.G. Panachyna, I.F. Pronahen, Y.D. Rudenko, S.F. Rusov, S.O. Siropolk, A.V. Sukhomlynskyi, L.A. Khomych, G.I. Yasinskyi and others. Logical and systematic analysis of the works of these scientists suggests that their study focused around the following issues: historical and theoretical basis of theoretical in preconditions of professional teacher education; determination of the network structure of educational institutions based on a typology of secondary schools at different stages of historical development of our country; scientific substantiation of the specific practices and methodological teacher training, generalization of forms and methods of psychological and pedagogical training of teachers in the system of continuous professional education.

A number of experimental works are dedicated directly to the preparation of future teachers, linguists. In particular, the linguodidactic works have scientific value on the training of teachers-philologists linguists written by I.K. Bilodid, N.D. Babych, B.N. Golovin, A.D. Horbula, V. I. Horbachuk, L.I. Matsko, V.M. Rusanovskyi.

Psychological aspects of professional pedagogical training of teachers- philologists are disclosed in scientific works of psycholinguists : B.G. Anan, L.S. Vygotskyi, I.A. Zymnia, A.R. Luriy, I.A. Synytsia and others.

Scientific publications of methodical direction by O.M. Bilyaev, V.S. Ikonnikov, M.A. Marun, V.A. Mykhailuk, M.I. Pentylyuk, T. Chizhova and others show that language is a means of knowledge of world view, introduction to the values created by different people. Language is a way of understanding the uniqueness and originality of their own identity and historical achievements of other national cultures.

Didactic principles of training future teachers-philologists to work with students, the different approaches to selection principles, methods, techniques and forms of training and specific principles which formed the basis of methodological system: the interdependence of oral and written forms of speech, interdisciplinary connections, communicative focus of teaching foreign languages, the study of the relationship in all styles of native language etc., are considered within

communicative and active (M. Vakulenko, A. Kulakov, M. Lvov) and functional stylistic approaches (L.O. Varzatska, N.N. Kozhin, D. Kravchuk, T.A. Lodyzhenska, M.I. Pentylyuk, L.K. Fedorenko, etc.).

Also some separate aspects of solved problems are revealed in the works devoting to the questions of peculiarities on methodological providing of teaching general disciplines in high school (N.M. Burinskiy, V. I.Gusiev, V. I.Yevdokimov, L.G. Koval, A.P. Rudnytska, D.O. Thorzhevskiy), organization of educational work in higher educational institutions (A.M. Boyko, O.P. Kondratyuk, L.V. Kondrashova, M.H. Stelmahovych, H.V. Trotsko), questions of postgraduate teacher training (S.V.Krysyuk, V.Novichkov, V.Rohozhkina, H.Danylova, V.I.Bondar, R.I.Hmelyuk etc.), the formation of future teachers outlook (R.A. Artsyshevskyy , S.U.Honcharenko), cognitive functions in an integrated psychological, pedagogical and professional training (V.I.Lofova, O.U. Savchenko). Existing scientific developments reveal certain aspects of training teacher philologists, but they did not give coherent ideas about nature of its development as a unique specialized educational and professional subsystem that fully implements the humanization and humatarization as prior features of modern secondary sector in Ukraine, do not reveal areas of functional and structural improvement of educational retrospection advanced searches in national educational system without specifying ways of integrating with the global training teachers and other types of special education, prospects and trends of the problem.

Careful study of historical sources and educational sources shows that the question of philological education in general and in particular - training of teachers -linguists actually were resolved since the days of ancient schools functioning in times of Kyivska Rus. As you know, the first school in Kiev Rus, which emerged in the XIX century, had content aimed humanitarian. Historians A.I. Leontovych, V.Leshkov, K.V.Harlampovych, M.S.Grushevskiy and others. Associate occurrence of education in Ukraine with the spread of the Greek-Vyzantine culture and Christian religion [4;5;6;10]. All chronicles and other

materials that reveal the specifics of education in times of Vladimir the Great and his successors have shown that people gained literacy and other knowledge through "Book naucheniye", knowledge of ancient languages and the ability to translate was especially revered among of teachers [3]. Ancient Ukrainian school spirit permeated by the Church, particularly lifted "Book pochyvaniye." For example, in " Svyatoslav Izbornyk" (1073) we can read: "Узда коневи правитель есть и въздержанея, правѣднику же книги...Красота воину оружие и кораблю вѣтрила, тако ѿ правѣднику почитание княжьное"[11].

Shifting and translating of books was considered a holy deed at the time. The absolute right of such work was owned by the monks, clerics. All knowledge about man and nature someone could get through translations into Slavic language of various chronicles (Ivan Malala, Georgiy Hamartola etc.), from "Shestodnev" by Vasyl the Great, theological literature "Marguerite," "Izmaragd" and others. The first centre of education and culture in general and the place where mentors – bookers, scribes passed philological skills to their students was Kyiv Pechersk Lavra.

Historians, linguists O.Bodyanskyi, M.Hrushevskyi, I. Ohienko and others have shown in their scientific quests the arguments that the Slavs- Ukrainians knew foreign languages before the Christening of Rus-Ukraine. And since language learning was also spread through international relations, travelling, mastering sciences. Thus diplomatic relations demanded knowing of Latin, Greek was the language of educated people. As a linguist M.I.Suhomlynov claimed at that time the most common method of language education was an independent language practice and experience with independent translations [9].

On a big language veneration it is noted in the Instructions for children of Vladimir Monomakh. In particular, the author said that his father, Vsevolod , knew five languages : " Дома съдя изучивяша 5 языкъ: въ том бо честь отъ иныхъ земель" [2,с.82].

Describing the formation of education in Kiev Rus at the time of Vladimir the Great, it should be noted that training was reduced to spreading the skills of writing, reading and arithmetic. Then there was self-education by reading books, practical skills of translation. Only selected persons of church condition could get advice and watch an example of the church translators. At the time of Yaroslav the Wise rewriting was more widely developed, translators from Greek appeared [4].

At the time of the Galicia-Volyn state was not only preserved cultural and national tradition, but there was a cultural rapprochement with Western cultural heritage. Evidence of this is the Galicia-Volyn chronicle. Rewriting the books became engaged not only by clerics and scribes but craftsmen as well though they treated their work with less reverence. In general, as study of historical and educational literature showed, during half of the thirteenth to the sixteenth century dependence of upper strata of Ukrainian citizenship on Polish culture greatly weakened the development of Ukrainian culture, lack of Ukrainian secondary and higher schools was the cause of the decline in business of education in given historical period.

Establishment of Ostroh Academy about 1580r. was a significant step in the evolution of the idea of training linguists in the history of national teacher education. In the mentioned educational establishment three languages were taught: Slavic, Greek and Latin. Ostroh Academy and printing contributed not only into strengthening of the Orthodox faith, but of philology, literature. Specifically Academy teachers prepared and published the first grammar of Church Slavonic, published in Vilna in 1586, three editions of "Book of Hours" which was a book for learning letters, a number of polemical works.

Establishing of training teachers and linguists contributed to the functioning of Ukrainian communal schools. In the study of historical and pedagogical literature it was found that the general direction of the training content in common schools was humanitarian. The high level of philological education, provided in common schools, and therefore appealing to immediate consideration in the preparation of

teachers of grammar, language, edition of the Greek "Adelfotes" prepared as indicated in the heading "Студеями, яже въ Лвовской школѣ"[7,с.82].

Among other schools of particular importance, considering the problems of our study, was Kyiv brotherly school, founded in the early XVII century. Initially the school consisted of four classes: Rus school, infima, grammar, syntax. Patriarch of Jerusalem Teofan in his grammars called institution as "школою науц еллино-словенскаго и латино-польскаго писма,,

Thus, the Kyiv School studied Greek, Latin, Polish and Slavic languages [].

Undoubtedly, the high cultural and educational status of schools required to teach it by the best linguists: M. Smotrytsky, M.Maksimovich, I. Kachynskyi and others.

The study of historical and educational sources shows that focus in the curriculum of the mass education schools was given to language education. Foremost Latin was taken, because at that time it was the language of the tribunal, the court and seims. Most subjects were taught in Latin. Also some attention was paid to the study of Polish, Russian (Slavic) languages. Among other things in common schools dialectics, rhetoric and homiletics (the science of spiritual eloquence) were studied. Among teachers, linguists working in communal schools, it is worth noting: L. Zizaniya, Vilna brotherly school teacher who prepared the primer „Наука ко читанію й розумнію писма словенского туты жъ и о святой Троици и о въчеловѣченія Господни” (1596) and „Грамматика словенська, совершеннаго искусства осьми частій слова и иныхъ нуждныхъ” (1596); M. Smotrytskyi, author of „Грамматика словенскія” (1619).

The study analyzes the content of "Grammar" (1619) Church Slavonic language of M. Smotrytsky. Thus, it is established that unlike previous grammars, this textbook has four parts such as Latin grammar, orthography, etymology, syntax and prosods. Thus, we can assume that these sections formed the content of language education in Ukraine of XVII century. Types of declension of nouns proposed in the morphological section (etymology) unchanged passed to the "Russian grammar" by M.Lomonosov. Also M.Smotrytskyi paid much attention

to the lexical structures and word order in sentences, revealed the main aspects of the art of poetry. In the preface the author expressed guidelines for teachers filed a "vocabulary" - dictionary, which provides scientific work of educational and instructional value. Thus, M. Smotrytskyi is rightly regarded as one of the first developers of teaching methods in Slavic languages.

Teachers of communal schools acquired professional education (including pedagogical, philological) directly in communal schools through mentoring and various academies and universities, traveling mostly on foot. [3]

By studying historical and pedagogical literature it was identified a characteristic feature of communal schools compared with other church schools, which was manifested in the originality of learning new foreign languages, classical ancient languages, and this study had a scientific basis, rather than the traditional way - through "книжнає наученіє" by language practice and self-education.

Among teachers- philologists, teachers of communal schools should be mentioned the famous writer, lexicographer P.Berynda, author of one of the first collegiate dictionaries (1627). This work contributed to the spread of education of Ukrainian language instead of Church Slavonic. The author noted in the preface that he made "Lexicon" "... in favour spudeev." The aim of this work, which P. Berynda devoted 30 years of his life was to interpret Ukrainian words, referring to their origin. Among the thousands of words of "Lexicon" significant portion is related to issues of upbringing, education and training. The dictionary was a textbook while aid for independent reading books . In General mentioned work according to the historians, showed a level of linguistic culture among educated circles of Ukraine in early XVII century.

A retrospective analysis of the "Lexicon" suggests that this work greatly facilitated the process of philological training, implemented the principle of mind training, met the urgent need for technical support in the process of learning.

Established in 1632 on the base of Kyiv Brotherhood and Lavra school Kyiv-Mohyla Academy was not only actually one of the first high schools with Philology humanitarian perspective, but also a world-renowned centre, nucleus of organized pedagogical education in Ukraine.

Academy curriculum in different periods of operation included the following subjects: languages - Latin, Greek, Jewish, Polish, Russian, German, French, and the first three languages were compulsory for all students on modern (so-called living) foreign languages, each student chose at will, could learn independently; mathematics, history, geography, geodesy, fortification, piityka, rhetoric, philosophy, theology, drawing and singing.

Latin occupied a significant place because it was a language of instruction other items. Mostly Jesuits taught Latin.

Greek and Jewish languages were taught at slightly lower levels than Latin. However, many students spoke Polish fluently. These are some historic regulations on trip of students in Kiev state agencies for translating documents from Russian into Polish [6].

Russian language was introduced in Academy training content on the orders of Catherine II in 1767r. Subsequently, this language became the language of instruction-teaching. The study showed that in order to school russification teachers from the academy were required mastery of the Russian language and correct pronunciation. To do this, even at the expense of Academy students were sent in Moscow to the university where they thoroughly learned the Russian language; Metropolitan S.Myslavskyi summoned from Trinity-Sergius Lavra a student Dmitry Sybyrevych for teaching at the Academy of Russian course in eloquence and poetry by the method of M.Lomonosov [5].

German and Jewish were introduced into the program of 1738, French - from 1753. This broad philological training program attracted children of Cossack heads to the academy.

Careful study of historical and pedagogical sources reasons the fact that among the faculty of the Kyiv Mohyla Academy founders were many philologists, innovators, trainers. Thus, Yelyzar (Theophanes) Prokopovich - an outstanding scientist and humanist, philosopher, writer, politician, professor and rector of Kiev-Mohyla Academy - he considered questions of pedagogical theory and philological training of teachers in moral and evaluative aspect. F. Prokopovych himself as a linguist perfectly mastered the art of rhetoric, as it was evidenced by the current rhetorical class at Kyiv-Mohyla Academy. Reflecting on teacher training of humanitarian subjects teacher noted that a tutor should first learn the word which will influence the feelings of students, be able to touch the deepest strings of people's hearts, he must be able to speak on the learned subject in the way students clearly had imagined it themselves [8].

In "Spiritual regulations" F. Prokopovych offered to learn grammar together with the geography and history at religious academies, thus demonstrating the value system of philological knowledge. These and other ideas of a thinker were fully implemented in practice of episcopal schools and seminaries that functioned in Ukraine in the XVII century.

Within this historical and pedagogical research attention should be paid to I. Maksymovych heritage - an outstanding educational church leader, teacher and writer, who was educated at Kyiv Mohyla Academy, fifteen years teaching Latin at school of Eletski Assumption Monastery Chernihiv, Chernihiv Latin school, on the basis of which collegium was opened in 1700. The study found that I. Maksymovych belonged to Chernigov literary and artistic circle. In his works "Зерцало от писанія божественного ..." (1705), "Featron" (1708), numerous translations traced desire of a thinker to unite Ukrainian national pedagogical tradition with the achievements of the European Enlightenment and the ideas of Protestantism. [9]

As for training teachers of philology, I. Maksymovych made a number of urgent and important even for the present considerations. In particular, as a supporter of

the concept of moral and spiritual education I.Maksymovych insisted on the need for language and literature as a means of building integrity. I.Maksymovych issued the "Алфавіт собраний, рифмами сложеный", which presented alphabetically praise saints based on biographies, religious and moral reflections on life, faith, hope, love and forgiveness. Works of the educator often used in contemporary schools during the placement of dramatic performances, I.Maksymovych considered them as an important means of literary and oratorical skills of students.

The teacher noted that the philologist among other teachers at the school must be patient and persistent, he should be a role model for students and thus promote their talents. [10]

As it was shown by the analysis of historical materials, almost to the middle of the nineteenth century in Ukraine network of special schools for training teachers philologists did not function. Mostly independently performing schools produced this function. Teaching staff prepared from students who had talent and desire to teachers' case. They called these students "young". The process of teacher training took place this way. Capable for teaching students remained at the school, they were teachers' or priests' assistants, and gradually in the course of teaching practice and constant self-education, acquiring necessary for teaching science knowledge and teaching skills. Many teachers of parochial schools, home tutors and itinerant teachers were students-seminarian, pupils of religious schools, educated cossacks, although they didn't have appropriate special education.

Thus Kyiv-Mohyla Academy stimulated the development of philology in general and professional teaching philological training in particular.

Analysis of historical sources on the topic of research showed that the beginnings of teacher education is rightly attributed as oldest university in Ukraine – Lviv University, founded in 1661 on Lviv Jesuit school board with the assistance of the Polish King Jan Kazimir. It was at Lviv University where appropriate conditions were first established for obtaining humanitarian philological teacher education.

Teaching languages at Lviv University were German and Latin. In 1787, at Lviv University so-called Rus'kyi Institute was opened, where Ukrainians could enter without knowledge of Latin language. In the "Studium ruthenum" 44 pupils were taken at one time, A. Anhelovych was appointed as a rector, among Ukrainian professors there were Peter Lody, Ivan Zemanchyk. Unfortunately, as the scientific research of processed historical materials confirmed in, the level of philological education in "Studium ruthenum" was low for several reasons: first, the Church Slavonic language, which was significantly different from the living Ukrainian language was incomprehensible to many students what complicated learning process; secondly, some professors did not have permission to teach in Ukrainian, so they continued to teach in Polish language (eg ,theology class); thirdly, students and professors of "Studium ruthenum" could not use the university academic privileges. Rus'kyi Institute existed until 1809.

In the study of historical and pedagogical sources devoting to the history of Lviv University functioning, it was established that the idea of teacher training philologists developed almost at the philological faculty of Lviv University, Kyiv Mohyla Academy and colleges - centers of spiritual and humanitarian education.

Chernihiv college, founded in 1700, had a purely ecclesiastical caste character. Training was in Slavic, Latin and Polish. The study of Latin grammar was in classes of grammar and syntaxema. Students accomplished practical classroom and home exercise translations from Latin into Church Slavonic, and vice versa [8, s.244]. Thus, one could argue that philological training in Chernihiv Collegium was held on the traditional method of Latin Polish Jesuit schools. Optional pedagogical knowledge students could get through mentoring and practice teaching.

To address the issue of philological education Kharkiv Collegium was determined as leading, founded in 1722, with additional classes (1768), where new languages were taught.

Traditions of philological education, teachers and pupils drawn by Kharkiv Collegium had further developed and creative growth in the history of the operation of Kharkov University.

Bishop Y.Tyhorskyy really cared in level of teaching staff in the College. Thus, at his own expense, he sent several young people in science to Germany after returning to Kharkiv they should take teacher positions in his school. Learning additional classes where were taught German and French, was free. Except compulsory lectures various debates, comedies, "rhetorical ekzertsytsiyi" were conducted different tragic comedies were demonstrated in classes of grammar, syntaxema and piyityka in Kharkov collegium. New language was taught mainly by teachers from abroad, so we can assume that philological training practical method of verbal communication and independent exercise of translation was prevailed. Since 1796 famous teacher and scholar V.Fotiyev taught Russian rhetoric and religion. The study of materials on the scientific work has shown that Kharkov Collegium practised following: pupils of additional classes had teachers as well as tutors or "uncles" who cared about the behaviour of pupils and helped them to learn a foreign language. [9]

Unfortunately, according to the study, after closing of additional classes in College studying of foreign languages significantly deteriorated. Thus, in the memories of the former college student Y.Topchiyeva there is an evidence that "languages are taught under the name of French and German neither French nor German would not acknowledge them for their own, due to the pronunciation and sentence structure themselves" [9].

Particular attention was paid in Kharkov Collegium to Latin, Greek and Russian (the initiative of S.Myslavski) languages. So Y.Tolmachov memoirist wrote: "Kharkiv Collegium in lower classes ancient languages were taught almost exclusively. For two years I have achieved such success in Latin that was already in the third year, a good understanding of the Latin classics "[5].

As for the practical evolving nature of philological education that took place in Kharkov Collegium, in the study it was found that the instructions on teaching grammar of Latin stated: " Въ сей школь учениковъ, какъ малолѣтнихъ дѣтей, не мучить изустнымъ изучениемъ правилъ и изъятий, и въ нихъ черезъ то склонности къ ученію, съ самого начала и обыкновенія навсегда, не отнимать "[5].

In higher classes of College particular importance was given to the exercise in making works that were considered the most important measure of students' development. These innovations systematically were developed and implemented practically by a pedagogue, popular teacher, philosopher and humanist G. Skovoroda. The original outlook of the educator formed under the influence of philosophical and literary traditions of Kyiv-Mohyla Academy. While studying and travelling G. Skovoroda thoroughly mastered Slavonic, Ukrainian, Polish, Latin, Greek, German, Jewish languages. Working in College philosopher rallied around him talented students, led talks with them about life, happiness, led to his own reflection, self-knowledge.

Unable to public educational activities G. Skovoroda tried through his works convey to people actually understand the need and ways to improve the human "nature". Giving primacy of innate ability and self-knowledge, the teacher believed that the purpose of a teacher is to help people to develop the best features and capabilities, which they have by nature. His literary works and activity helped G. Skovoroda to develop various genres of folklore - tales, parables, fables - which thanks to the original plot creation today serve as an effective educational tool.

G. Skovoroda, reflecting on the purpose and requirements to the individuality of a teacher, relied on samples of creative teaching of professors from Kyiv-Mohyla Academy - G. Rodin, S. Todorskyi, V. Lashevskyi. In the parable "The Poor Lark" people's teacher severely condemned the practice of foreign tutors to educate children in Ukrainian noble families. According to G. Skovoroda, above all, a teacher must be a native of the people, the bearer of cultural and linguistic

traditions to be "akin" to the teachers' profession, should be able to love and thirst interest for his cognitive science and the need to learn from children: " Начало всему и вкус есть любовь" (Beginning to everything and taste is love. " deep scientific knowledge must be added to the art of teaching, which is based on natural talent and gift: "Learn yourself long, If you want to teache others" [10].

While appreciating the power of words, G.Skovoroda told about exceptional importance of verbal communication science with a student. The key to success of educational work philosopher considered the ability of a teacher to give friendly advice, moral guidance, conduct interviews, reflections, effectively convince logical reasoning.

People's teacher did not leave direct statements that would be concretized his vision of training teachers philologists. However, analysis of his life, original literary and artistic heritage shows that philological knowledge, according to G.Skovoroda must be imbued with heartfelt feelings. Only then they can be used for the benefit of " Коликое идолопоклонство воспитывать человеческим наукам и человеческим языкам восприносить и воспричинить воспитание? Кая полза ангелскій язык без добрыя мысли? Кій плод тонкая наука без сердца благого?"[2,].

Traditions of philological education, drawn by teachers and pupils of Kharkiv Collegium had further development and creative growth in the history of the operation of Kharkov University.

Kharkiv University was opened on 17 January 1805r. consisting of four departments: verbal, ethical and political, physical and mathematical and medical. By the statute of 1804r. it was stated that ".. Коликое идолопоклонство воспитывать человеческим наукам и человеческим языкам восприносить и воспричинить воспитание? Кая полза ангелскій язык без добрыя мысли? Кій плод тонкая наука без сердца благого? " [2].

The first rector of the University was Professor I.Ryzkyy, he taught Russian literature, initiated archaeological and historical-philological exploration of the Ukrainian past in general and in particular Slobozhanshchina.

By the statute Kharkov University and Pedagogical Institute, founded with it had to prepare teachers for secondary and high schools. Pedagogical Institute had to give in-depth teacher training for students of different faculties of the university who were candidates of Pedagogical Institute.

As installed in the process of historiography of 20-30 years of XIX century with efforts of professorial board professional and scientific training of students was oriented in the direction of philology. In practice of the training scientific and literary conversations of professors with students were common, introduced by trustee Y.Holovin of Kharkiv Initiatives school district [1].

Many prominent scientists were among the students of Kharkiv University, linguists, M.Kovalevskyy, M.Kostomarov, O.Potebnya, P.Hulak-Artemovskyy and others.

Many of them have left interesting memories of student days of their stay at the university. Thus, M.Kovalevskyy recalled, with special warmth, Professor D.Kachenovskyy: "His erudition was broad and thorough, presentation was gifted and eloquent. In Rus I have not heard the best professor "[4].

V.Buzeskul dedicated warm lines to a linguist O. Potebnya : "He was often called a famous, wonderful lecturer. Potebnya did not have the gift of speech, ornament literary forms and clarity as a speaker. We were charmed by the creative process we were present on, and the research work that he carried on the department. We saw an ideal scientist in Potebnya, who proclaims his belief, steadfast and immovable in them ... He seemed harsh to us, impregnable. Figure of O.Potebnya was especially bright among students and tutors of Kharkov University. A prominent Ukrainian linguist, teacher, folklorist distinguished great erudition,

thirst for science. But he examined us in detail assessing our responses he was ready to forgive "[3].

Using the high esteem with students and having a big impact on them O.Potebnya became an active member of the Kharkov communities –hromadas. Hromadamen's first concern was the organization of Sunday schools. It is for this type of schools O.Potebnya prepared "ABC" (1861.), but this book never saw the light, remained in manuscript, although for that time a progressive sound method of teaching literacy was used, material was built on the principles of educational training and nationality, rich folklore samples. Kharkov Hromadamen also implemented a plan to train teachers for rural schools. In Kharkov Pedagogical School O.Potebnya taught along with other university professors, helped draw up training programmes, proposed the idea of creating student choir to perform folk songs.

The peak of his linguistic scientific generalizations was the work of "Thought and Language" (1862r.). For the first time in Slavic linguistics O.Potebnya put forward and developed the idea of comparative historical study of Slavic accent. Scientific papers "From Scraps in Russkaya Grammar" (1874), "Obyasnenyya Malorusskyh and Srodnyh Narodnyh Songs", "From Lectures on the Theory of Literature. Fables. Proverbs. Sayings. "(1894) and others they were created by scientists during lectures. Students honored professor for his inspired love of truth, philosophical outlook, dedication to pedagogical and scientific work.

A well-known writer and teacher M.De-Poulet gave not only warm memories of professors D.Kachenovskyi, M.Lunik, A. Metlytsyi, I. Sreznevskyi, U. Gordienko, P. Hulak-Artemovs'kyi in his article "Kharkovskiy University and D.I. Kachenovskyi " and tried to find out the impact of Kharkov University in the nobility of that time and determined the nature of education that gave university in the first half of the nineteenth century. In particular the scientist noted that Kharkov University distributed general education and scientific knowledge of European level among the nobility "... Better feature of Kharkiv educational

idealism manifested in literary movements and literary science attitudes of students" [11].

Scientific and social, literary and artistic and educational activities of professors and students of Kharkov University in the nineteenth century were carried out in the scientific societies. One of them, the historical-philological, was founded on February 28th 1877 and in 1892 when Teaching Department was founded on its base. In 1895 - 1896 society organized a public reading research for women. Number of trainees reached 200. Educational and teaching activities of D.Bahaliy scientists, V. Danilevskiy, M. Sumtsov, M. Chubynskiy and others contributed to the development educational and pedagogical initiatives in Kharkiv, including the creation of the Association Literacy Public Library, Pushkin School.

Among the glorious circle of scientists, linguists, active educators that contributed to the flourishing of Kharkov University and establishing of philological education there was an experienced teacher, scientist – historian of language I.Tymkivskiy. He got a degree of Doctor of Philology writing "Recommendations by Study of Russian Language." The multifaceted educational activities of I.Tymkivskiy had the publication and management of Novgorod-Siverska high school as one of the stages, where a famous teacher K.Ushynskiy was educated later. Philological talent and teaching skills of a schoolhead became a guarantee that high school gave the best Latinists for Kharkiv and Kiev Universities. Students who received certification of I.Tymkivskiy, enrolled at Kharkov University without entrance examinations. Teacher taught students to think, to analyze, to make words with great patience, tact and perseverance, M.Maksymovych, K.Ushynskyy and others expressed warm memories of his mentor.

A famous literary critic, ethnographer, teacher and educator M.Sumtsov got higher education on historical-philological faculty in Kharkov University. In his teaching activity M.Sumtsov was guided by the idea of serving to the Ukrainian people. He was one of the first to use the Ukrainian language as the language of instruction at the university lectures, offered a historical-philological faculty of Kharkov

University to open optional courses for students of other faculties of Ukrainian language, history, ethnography, history of law. The scientist presented his views on education in general and its philological orientation in the works: "To the Question about Development of social libraries" (1888), "Book for Settling Social, Scientific and Literary Reading" (1895), "Malorusskyi Language in People's School" (1908). He was one of the founders of the establishment of funds of Kharkiv Public Library, head of History and Philology Research Society, launched the publication "Proceedings ..." of Pedagogical Department.

Analysis of historical and educational sources shows that virtually since the inception of universities in Ukraine (the beginning of the nineteenth century.) training of teacher philologists gained relative consistency.

Summing up the above, it should be noted that the establishing of training teachers philologists in the history of national educational thought is closely connected with the functioning of institutions of higher education: Schools "Book learning" in the days of Kiev Rus Ostroh and Kyiv Mohyla academy, Lviv University, collegiums. Organization of vocational and educational training linguists in general was a characteristic created by universities in Ukraine in the early nineteenth century.

The study of the genesis of teacher training philologists actualized the need for further development of the following issues: study the features of the traditional philological general and special education teacher; specification of the contribution of leading linguists Grushevkiy, O.Potebnya, M.Suhomlinov and others into the development of teaching philological training.

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