

**PRIVAT-ASSOCIATE PROFESSORS' SCIENTIFIC AND PEDAGOGICAL ACTIVITY AT THE SCHOOLS OF PHYSICS AND MATHEMATICS, HISTORY AND PHILOLOGY AT KHARKIV UNIVERSITY (1863 – 1900 YEARS)**

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**Abstract.** *The article deals with the experience of privat-associate professors' scientific and pedagogical activity at the School of Physics and Mathematics and the School of History and Philology at Kharkiv University during 1863 – 1900 years. It is found out that the institution of privat-associate professorship became the main source to fill vacancies at the departments. It is stressed that privat-associate professors started to play a more important role in the scientific and pedagogical work at Kharkiv University. It is mentioned that privat-associate professors were capable of reasonable criticality, which is proved by their trial lectures, defended thesis for awarding scientific degrees, published articles and textbooks. It is pointed out that the professorate sometimes subjectively estimated scientific and pedagogical qualities of applicants to vacant positions at the departments of the Schools of Physics and Mathematics, History and Philology, which prevented them being elected at the Academic Council meeting.*

**Keywords:** *Kharkiv University, the School of Physics and Mathematics, the School of History and Philology, scientific and pedagogical activity, privat-associate professors, thesis, educational courses, special courses.*

**Актуальність (Introduction).** Modern stage of searching for the most effective ways to reform the system of higher education in Ukraine requires careful differentiated analysis of both domestic and foreign experience. The main element of a successful educational model is, as it was earlier, highly-qualified faculty staff, capable of constant improvement not only of their professional competency, but also of methodological, reflexive, linguasociocultural, intellectual flexibility. Further development of university education calls for progressive academic staff that can adapt to time challenges and implement new technologies, forms, methods, integrate existing ones in order to raise the quality of educational process and educational services.

**Аналіз останніх досліджень та публікацій (Analysis of recent researches and publications).** The evolution of the academic staff at pre-revolutionary Ukrainian universities has been researched by such scholars as P. S. Berzin, N. V. Davydova, N. M. Demianenko, A. P. Dmytrenko, I. S. Datsenko, H. V. Dodonova, Z. I. Zaitseva, H. Kasianov, I. V. Kostenko, O. Ye. Ivanov, I. I. Kyrychok, V. H. Kremen, S. M. Kulish, N. M. Levytska, O. Ye. Muzychko, S. I. Posokhov, I. Yu. Reheilo, H. V. Samoilenko, S. P. Stelmakh and others.

**Мета (Purpose).** To describe the scientific and pedagogical experience of privat-associate professors' activities at the School of Physics and Mathematics and at the School of History and Philology at Kharkiv University during 1863 – 1900 years.

**Методи (Methods).** General scientific (historiographic analysis, synthesis, abstracting, generalization, comparison) as well as historical and logical methods were used to achieve the target goal.

**Результати (Results).** On 13 November, 1861 F. M. Harnych-Harnytsky, laboratory technician assistant at the chemical-analysis laboratory of Kharkiv University, was appointed as an out-of-staff senior teacher to Kharkiv Provice Gymnasium for 2 years. In addition, he lectured on Physics for students at Kharkiv University as an employed lecturer. He became a privat-associate professor at university, where he taught Organic Chemistry, on 13 October, 1865.

I. S. Sytsiank was appointed to the position of privat- associate professor at the Department of Physics by the School of Physics and Mathematics on 29 November, 1863. It was mentioned that the position corresponded to the associate professor [6, p. 21–22].

There was ongoing debate between the members of the Academic Council as for H. V. Levytskyi's candidacy, who was a former graduate from St. Petersburg University, Master of

Geodesy and Astronomy. His master's thesis «About Defining Binary Stars Orbits» was highly appreciated by Academician O. M. Savych. Being a postgraduate student, H. V. Levytskyi worked at Pulkovo Observatory during his holidays (for four years in succession) under famous scientist O. Struve's expert guidance. O. V. Struve stressed H. V. Levytskyi's deep scientific knowledge in his letter to Kharkiv University Leadership. F. O. Bredikhin, director of Moscow University Observatory, V. K. Tseroskyi, astronomer-observer at Pulkovo Observatory, D. K. Bobylov, Physics Professor at St. Petersburg University, gave favourable comments about H. V. Levytskyi's activity. By the end of 1879 H. V. Levytskyi had a considerable scientific and pedagogical experience: he was an out-of-staff astronomer at Pulkovo Observatory, since 1874 – calculator. In addition, he worked as an astronomy room conservator at St. Petersburg University, taught Practical Astronomy. He gave two trial lectures at Kharkiv University in November, 1879, and on 10 December, the same year he presented an educational programme on the academic discipline «Astronomy» for consideration. Professor D. M. Delariu remarked that during the trial lectures the lecturer demonstrated substantial scientific manpower, treated problems sensibly, chose effective teaching methods, used the language means appropriately in the professional communicative activities. However, Professors M. F. Kovalevskyi and A. P. Shyshkov were anxious about the fact that H. V. Levytskyi was almost unknown as a scientist to the department, so they voted against his teaching a compulsory academic discipline. A. P. Shymkov unfoundedly considered H. V. Levytskyi's scientific works on astronomy to be weak, and treated the researcher as an empiricist, astronomer-observer. Nevertheless, 11 professors agreed that he could conduct practical classes for fourth-year students (4 hours a week), and in the second semester – lectures on Spherical Astronomy (2 hours a week) and practical classes (4 hours a week) [8, p. 3–13; 10, p. 50–56].

Up to 1883 temporary astronomy observatories met Kharkiv University needs to conduct practical classes and research scientific work. On 2 May, 1881 at the School of Physics and Mathematics meeting H. V. Levytskyi suggested building own standing astronomy observatory [12, p. 94–104]. He supervised the building of the long-awaited research institution which started in the University garden in the spring of 1883. H. V. Levytskyi was the director of the former and newly-built observatory during 1879-1894 years. New astronomy equipment, meridian circle were ordered for the new observatory. Electronic Hipp clock, Merz refractor were installed.

O. P. Hruzyntsev, privat-associate professor at the Department of Physics, according to D. I. Bahalii could organize educational process in such a way that students' educational activity at lessons was aimed at acquiring certain scientific knowledge and mastering the most efficient learning methods and techniques. On 17 December, 1894 O. P. Hruzyntsev defended his master's thesis «Electromagnetic Light Theory», but at Kharkiv University he taught academic disciplines not on the specialty which was his major at high school. He taught such disciplines as Theory of Definition and Spherical Geometry, Higher Mathematics (short course), Mathematical Physics (7 parts), Thermodynamics, Acoustics and Optics. Due to the fact that University lost Professors K. A. Andrieiev, A. P. Shymkov, Yu. I. Morozov for some reason or other, he had to teach Analytic Geometry, Meteorology and Experimental Physics with practical classes. O. P. Hruzyntsev was in charge of Physics laboratory [19, p. 4, 11].

In 1899 the School of Physics and Mathematics applied to the warden of Kharkiv education district I. P. Khrushchov (former associate professor of Russian Philology Department at St. Volodymyr University) with the request: to provide salary for privat- associate professors who taught both compulsory and optional academic disciplines (in the autumn semester of 1898–1899 school year). Optional disciplines were really recommended by the department and did not differ from compulsory ones. However, in fact O. P. Hruzyntsev, for example, did not get any reward, although he was committed to teach compulsory academic disciplines «Theory of Definition» (1 hour a week), with 69 students assigned, and practical classes (1 hour a week), as well as additional special courses «Light Theory» (3 hours a week), which were attended by 17 students, and «Thermodynamics» (2 hours a week) for 13 students. Moreover, O. P. Hruzyntsev gave lectures on Meteorology (attended by 31 students) that were included in the compulsory list. At the Natural Sciences branch O. P. Hruzyntsev taught optional academic discipline «Higher Mathematics» (3 hours a week) on the shortened programme which was attended by 14 students. Department members thought that O. P. Hruzyntsev should be paid 1175 roubles for his academic hours every week. Next year he received 2 thousand roubles.

Lecturers at the School of Physics and Mathematics did not get stable payment, so most of them looked for extra jobs. For example, V. A. Stieklov (Department of Abstract Mathematics) got 700 roubles at Kharkiv University and the same amount of money at the non-classical secondary school. However, since 1902 the position of professor in ordinary secured him a much better standard of living. He defended his doctoral thesis on the topic «General Methods for Solving Mathematical Physics Tasks».

Scientific trips to the leading scientific institutions and educational establishments in the countries in Western Europe facilitated improvement of the level of educational, methodological and scientific attainment of privat-associate professors at Kharkiv University. For instance, M. M. Yevdokymov, privat-associate professor and astronomer-observer, got acquainted with the work of European observatories (attended 13 cities), their facilities and equipment. He examined the structure of a new refractor at the Royal Observatory in Berlin, the meridian circle with 8-inch lens in the city of Cologne. He paid attention to the fact that there were a lot of modern instruments in the astrophysical observatory in Heidelberg, in particular 5-inch, 8-inch and 12-inch refractors. He was allowed to take a photo of the stellar sky using a 12-inch refractor [17, p. 7–8, 11–12].

Privat-associate professor A. P. Psheborskyi paid his attention to the fact that the library reading hall at the University of Göttingen was always full of students. They were allowed to use the books borrowed from the lending library for not more than 31 days. Students paid 5 marks per semester to use the reading hall. The drawing hall was equipped with all the necessary technical tools and instruments. Nobody controlled students' attendance of classes; there were no assigned compulsory exams. A. P. Psheborskyi mentioned that students enjoyed professors' confidence, and political problems, that appeared in the country, did not affect the atmosphere at the university [15, p. 28–31].

After checking «political loyalty» of the privat-associate professor of Moscow Institute of Railway Engineering T. P. Kravets, he was elected acting professor in extraordinary at the Department of Physics and Physiography (on the request of the warden of Kharkiv education district P. E. Sokolovskyi from 23 November, 1913). In a year T. P. Kravets became professor, University pro-rector [2, p. 1–2].

In the autumn of 1864 Professor D. I. Kachenovskyi opposed appointing V. K. Nadler to the position of the privat-associate professor of General History Department at the Academic Council meeting. He tried to persuade the members of the council that it was the case of nepotism (favouritism), as V. K. Nadler's wife was a relative of P. O. Lavrivskyi, professor at the School of History and Philology. But his opinion was not considered. V. K. Nadler's candidacy was supported by the famous linguist O. O. Potebnia. In 1867 V. K. Nadler defended his doctoral thesis «Adalbert of Bremen, German Ruler during Henry IV's Youth». He became a professor in extraordinary on 21 January, 1868 and one in ordinary in two years. He was the dean of the School of History and Philology at Kharkiv University [5, p. 145–146].

The professorate often did their best to find faults with applicants for the positions at the School of History and Philology at Kharkiv University. For example, O. H. Levandovskyi was invited to teach Roman Philology at the University. However, D. I. Kachenovskyi and I. P. Sokalskyi declared that he knew the subject badly, and in the course of the discussion he unsatisfactorily explained the essence of the notion *pro venia legendi*, did not give exhaustive answers to critical remarks. His trial lecture was not highly appreciated as well. During 1865/1866 school year he conducted classes without payment, and even agreed to continue working for free. But the department applied to the Academic Council with the request to give him at least 200 roubles [14, p. 270–271; 13, p. 153].

On 7 March, 1867 V. S. Ikonnykov delivered an introductory lecture «Outlines of Russian History Elaboration in the 18<sup>th</sup> century» at Kharkiv University. However, in May, 1867 Professors M. O. Lavrovskyi and P. O. Lavrovskyi opposed his candidacy. The later believed that the Academic Council trusted V. S. Ikonnykov to teach Russian History «rather on the assumption that he possesses certain merits than on the grounds of his real and proved scientific and teaching virtues», called his teaching superficial. The dean of the School of History and Philology O. P. Roslavskyi-Petrovskyi refused P. O. Lavrovskyi's statement and the council prolonged V. S. Ikonnykov's teaching contract at University till 8 October, 1867 [13, p. 156 – 157; 6, p. 185]. After V. S. Ikonnykov left Kharkiv, he was substituted by associate professor H. F. Karpov. He was

the author of the 301-page scientific work «The History of Struggle between Muscovy and the Polish–Lithuanian Commonwealth» (1866).

In May, 1866 Kharkiv University Academic Council raised the question of appointing the representatives of the Jewish nationality to the positions of privat-associate professors if they met the necessary requirements. According to the decision taken in 1857 such people could even work as staff teachers, but only under the condition that they had a scientific degree and all the necessary documents. However, if they applied to the positions of Law or History teachers, they had to be refused. That was the explanation provided to Kharkiv and Novorosiisk universities by the Ministry of National Education governing body [7, p. 30–31].

Sometimes the Academic Council rejected applications for teaching positions due to ideological and political rather than scientific reasons. For instance, it happened to I. O. Baudouin de Courtenay (he was a privat-associate professor at St. Petersburg University since 13 December, 1870). Although the members of the School of History and Philology upon serious consideration voted for giving him a position of an associate professor at the Department of Comparative Linguistics, the Academic Council did not approve that decision. On 4 November, 1871 his candidacy was supported by 10 professors, 22 professors voted against. On 12 July, 1871 the warden of Kharkiv education district O. A. Voskresenskyi recommended to Kharkiv University administration to reject I. O. Baudouin de Courtenay's application. The authorities did not like his French origin and liberal views. The fact that I. O. Baudouin de Courtenay wrote scientific works in 10 languages, was an innovator in the sphere of linguistics, was of little importance to the officials in education [1, p. 2; 6, p. 186; 3].

Only exigent situation forced the School of History and Philology members to prolong the teaching contract to General History Professor M. N. Petrov, who had 25-year experience, for 5 years more. At that time he had been operated on eyes 6 times abroad, but he could not read without a hand magnifier [9, p. 74].

In 1882 there were several applicants for the Department of Russian History: V. I. Semevskyi, privat-associate professor from St. Petersburg University, P. M. Butsynskyi, post-graduate student at Kharkiv University, and D. I. Bahalii, associate professor from St. Volodymyr University. P. M. Butsynskyi was not allowed to defend his master's thesis at Kharkiv University. Finally, he managed to do it in Kyiv with V. B. Antonovych's help. Professor O. I. Pekhovskyi was anxious about the fact that three privat-associate professors could not be left at the same department, it meant that P. M. Butsynsky's candidacy had to be rejected, which was not fair, as in that case «strangers» would win, and «native one» would lose. O. I. Pekhovskyi was against trial lectures to be delivered after the applicant had been chosen for the position. However, masters at Moscow, St. Petersburg and Novorosiisk universities did not give trial lectures before running for positions. The issue was voted at the meeting of the Academic Council and the results were as follows: 15 professors believed that trial lectures could be delivered after running for positions and at any university, while other 15 professors claimed that such lectures had to be given only at Kharkiv University. As for P. M. Butsynsky's fortune, O. I. Pekhovskyi's fears appeared to be groundless. V. I. Semevskyi remained in St. Petersburg, D. I. Bahalii and P. M. Butsynsky with the lapse of time became professors in ordinary at the University [11, p. 122–128].

A. S. Viazihin graduated from the School of History and Philology of Kharkiv University when he was 23 years old. In 1890 he got a gold medal for the work «The Struggle between Henry IV and Gregory VII before Rudolf of Swabia Election (Based on Sources)». The reviewer V. K. Nadler believed that after some improvements that scientific work could be rated as a master's thesis. Professor O. D. Kaplin, who was A. S. Viazihin's biographer, wrote that A. S. Viazihin's deep knowledge impressed not only V. K. Nadler, but also Ye. M. Trubetskyi, professor at St. Volodymyr University. Next year A. S. Viazihin's book «Gregory VII, His Life and Public Activity» was published in St. Petersburg. A. S. Viazihin taught Medieval History by order of the School of History and Philology since January, 1895. On 13 December, 1898 he defended his 308-page master's thesis «Outlines from Papacy History in the 11<sup>th</sup> century (Hildebrand and Papacy till Henry III's Death)». Professor V. P. Buzeskul paid his attention to the fact that the thesis was not coherently structured, some chapters were overwhelmed with theoretical material. Moreover, certain statements made in the work did not correspond to reality, there were several exaggerations. M. A. Ostoromov, professor of Church History Department, who was an unofficial opponent,

claimed that the author lost historical perspective of the events in his research work, attached too much importance to some historical facts. In particular, Leo IX should have been treated not as a reformator, but as a revisionist, since the scientific work was devoted not to reforms, but to the peculiarities of the papal policy. Ye. M. Trubetskyi, professor at St. Volodymyr University, thought that A. S. Viazihin was an erudite person, who had «subtle feeling for history and an enviable skill to use the vast materials of sources that were at his disposal». Some historians noticed certain compilation signs in the thesis. However, he was awarded Master's degree unanimously [4, p. 3–5, 20; 16, p. 2–5].

High level of A.S. Viazihin's historical knowledge is proved by his review to the text of Ye. M. Trubetskyi's doctoral thesis «Religious and Social Ideal of Western Christendom in the 11<sup>th</sup> Century. The Idea of the Kingdom of God by Gregory VII and publicists – his contemporaries». One of A. S. Viazihin's remarks even forced the writer to retype a page in his scientific work. After the defence Ye. M. Trubetskyi sometimes asked A.S.Viazihin to give him a tip where to find one or another quotation. He regretted that A. S. Viazihin was absent at the defence of his thesis at Moscow University [20]. Without privat-associate professorship teaching at many vacant departments at the School of History and Philology would have been impossible. For example, the Department of Art Theory History was vacant from 1863 till 1893. That is why associate professor of the Classical Philology Department O. M. Derevytskyi taught there from 1888 till 1891. In addition he taught such special courses as: «Art Theory», «Christian Art Theory», «Italian Painting History in the XV–XVI Centuries» and «History of Styles». Later Ye. K. Riedin, privat-associate professor at Novorosiisk University, started working at the department.

**Висновки і перспективи (Discussion).** So, despite various obstacles, that appeared in the course of privat-associate professorship implementation, scepticism about that novation, and, vice versa, exaggerated hopes for it as for the way to solve the problem of the lack of scientific-pedagogical staff, the institution of privat-associate professorship gradually proved its value, first of all, because it really became the source of the professorate reinforcement. Most of privat-associate professors showed their high productivity, scientific effectiveness, pedagogical mastery. Such personal professional qualities allowed the majority of privat-associate professors to update teaching technologies and education content, those teachers young age together with its corresponding emotionally-sensual component made them closer to students environment.

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### **НАУКОВО-ПЕДАГОГІЧНА ДІЯЛЬНІСТЬ ПРИВАТ-ДОЦЕНТІВ НА ФІЗИКО-МАТЕМАТИЧНОМУ ТА ІСТОРИКО-ФІЛОЛОГІЧНОМУ ФАКУЛЬТЕТАХ ХАРКІВСЬКОГО УНІВЕРСИТЕТУ (1863 – 1900 РР.)**

**І. В. Таможська**

***Анотація.** У статті висвітлено досвід науково-педагогічної діяльності приват-доцентів на фізико-математичному та історико-філологічному факультетах Харківського університету в період 1863 – 1900 рр. З'ясовано, що основним джерелом заповнення вакансій на факультетах став інститут приват-доцентури. Акцентовано увагу на зростанні ролі приват-доцентів в науково-педагогічному доробку Харківського університету. Відмічено, що приват-доценти мали здатність до продуманої критичності, про що свідчать проведені ними пробні лекції, захищені дисертаційні роботи на присудження наукового ступеня, написані наукові статті, укладені підручники. Зазначено, що нерідко професура суб'єктивно оцінювала науково-педагогічні якості претендентів на вакантні посади кафедр фізико-математичного та історико-філологічного факультетів, перешкоджаючи їхньому вибору на засіданні вченої ради.*

***Ключові слова:** Харківський університет, фізико-математичний та історико-філологічний факультети, науково-педагогічна діяльність, приват-доценти, дисертація, навчальні курси, спецкурси.*

### **НАУЧНО-ПЕДАГОГИЧЕСКАЯ ДЕЯТЕЛЬНОСТЬ ПРИВАТ-ДОЦЕНОВ НА ФИЗИКО-МАТЕМАТИЧЕСКОМ И ИСТОРИКО-ФИЛОЛОГИЧЕСКОМ ФАКУЛЬТЕТАХ ХАРЬКОВСКОГО УНИВЕРСИТЕТА (1863 – 1900 ГГ.)**

**И. В. Таможская**

***Аннотация.** В статье отражен опыт научно-педагогической деятельности приват-доцентов на физико-математическом и историко-филологическом факультетах Харьковского университета в период 1863 – 1900 гг. Установлено, что основным источником заполнения вакансий на факультетах стал институт приват-доцентуры. Акцентируется внимание на росте роли приват-доцентов в научно-педагогической работе Харьковского университета. Отмечено, что приват-доценты имели способность к продуманной критичности, о чем свидетельствуют проведенные ими пробные лекции, защищенные диссертационные работы на присуждение ученой степени, написанные научные статьи, созданные учебники. Отмечено, что нередко профессура субъективно оценивали научно-педагогические качества претендентов на вакантные должности кафедр физико-математического и историко-филологического факультетов, препятствуя их*

выбору на заседании ученого совета.

**Ключевые слова:** Харьковский университет, физико-математический и историко-филологический факультеты, научно-педагогическая деятельность, приват-доценты, диссертация, учебные курсы, спецкурсы.

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## ОСОБЛИВОСТІ РОЗВИТКУ ОРГАНІЗАЦІЙНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ МАГІСТРІВ СОЦІАЛЬНОЇ РОБОТИ

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**Анотація.** У статті проаналізовано особливості розвитку організаційної компетентності майбутніх магістрів соціальної роботи. Визначено функції діяльності фахівця соціальної сфери та окреслено їх професійні знання та вміння.

**Ключові слова:** компетентність, організаційна компетентність, магістр соціальної роботи.

**Актуальність (Introduction).** Зміна духовних та національних пріоритетів розвитку українського суспільства вимагає виховання особистості, здатної до самостійної продуктивної соціально-позитивної діяльності. Майбутні магістри соціальної роботи мають сприяти духовному, культурному та моральному розвитку підростаючого покоління.

Професійна підготовка фахівців соціальної сфери має багаторівневий і багатоаспектний характер, є процесом і результатом формування особистості фахівця, шляхом засвоєння системи професійних знань, умінь та навичок. Адже професійна готовність майбутнього магістра соціальної роботи має відповідати світовим стандартам професії, завданням соціальної освіти та відбуватися відповідно державного соціального замовлення, потреб громади та окремих соціальних груп [2, с. 3].

Підготовка компетентних фахівців є стратегічним завданням української системи освіти. Сьогодні, якість людських ресурсів у значній мірі визначається рівнем володіння професійною компетентністю, організаційною зокрема.

**Аналіз останніх досліджень і публікацій (Analysis of recent researches and publications).** Вітчизняні та зарубіжні вчені, такі як Р.Х. Вайнола М.О. Докторович, А.Й. Капська, Л.І. Міщик, В.А. Поліщук, М.В. Рудь розглядали різні аспекти проблеми формування професійної компетентності у фахівців соціальної сфери. Однак, існує необхідність глибшого вивчення проблем професійної підготовки магістрів соціальної роботи як освічених фахівців, які вміють творчо мислити та планувати власну професійну діяльність, володіють сучасним науковим стилем мислення і є всебічно гармонійно розвиненими особистостями.

**Мета (Purpose) статті** – визначити особливості розвитку організаційної компетентності майбутніх магістрів соціальної роботи.

**Методи (Methods).** У процесі дослідження застосовано наступні методи: аналіз, узагальнення, систематизація, вивчення передового педагогічного досвіду.

**Результати (Results).** Важливою та невід'ємною складовою професійної компетентності будь-якого фахівця вважається організаційна компетентність, яка як одна з основних виступає ведучим чинником ефективної організації професійної діяльності та багато в чому визначає успішність і конкурентоспроможність особистості.

Об'єктивна закономірність інтенсивних змін соціально-педагогічних систем і процесів потребує високого рівня готовності фахівця в галузі соціальної роботи до організаційної діяльності, здатність правильно приймати організаційні рішення, вміння адаптуватись в нестандартних ситуаціях.

Кожна професійна діяльність характеризується наявністю специфічних, притаманних