

Artículo de investigación

Educational activity of P. Kulish: book publishing and folklore preservation**Просветительская деятельность П. Кулиша: книгоиздательство и сохранение фольклора**

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Abstract

This article is devoted to the study of the educational activities of P. Kulish, which consisted in the creation of Ukrainian educational literature, preservation of monuments of national folklore. The following scientific research methods were used in the preparation of the article: method of generalization, method of comparisons and analogies, chronological and induction method. They pay attention to the analysis of the historical work called «The story about Ukrainian people». It was noted that it was one of the first educational books on the history of Ukraine, which, along with descriptions of historical events, included folklore material, taking into account some folk songs translated into Russian. The structure and content of the textbook for teaching grammar in the Ukrainian language “Gramatka” are examined in detail in the article. It is stated that the textbook contains a preface, twelve sections. The textbook's teaching material covers not only reading and writing skills, but also arithmetic, general historical science information. Also, for the first time, samples of oral folk art and other folk monuments were used as educational material. The results of the analysis of P. Kulish's textbook “Gramatka” suggest that it implements the basic functions of the textbook, namely: information, development and education. The textbook is clearly structured,

Аннотация

Данная статья посвящена изучению просветительской деятельности П. Кулиша, которая включала создание украинской учебной литературы, сохранению памятников национального фольклора. При подготовке статьи использовались следующие научные методы исследования: метод обобщения, метод сравнения и аналогий, хронологический метод и метод индукции. Внимание уделено анализу исторического труда «Повесть об украинском народе». Указано, что это была одна из первых учебных книг по истории Украины, которая содержала наряду с описаниями исторических событий фольклорный материал, в частности, отдельные народные песни, переведенные на русский язык.

В статье подробно исследована структура и содержание учебника для обучения грамоте на украинском языке «ГраMATKA». Указывается, что учебник содержит предисловие, двенадцать разделов. Учебный материал книги охватывает не только информацию по усвоению чтения и письма, но и курс арифметики, изложены общие сведения по истории. Также, впервые, как учебный материал, использованы образцы устного народного творчества и другие фольклорные памятники. Результаты анализа

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it contains basic and additional texts, illustrations, various types of tasks and exercises. The authors point to P. Kulish's key role in publishing literary works of Ukrainian writers in separate brochures. It is noted that the creation and spread of religious works in the mother tongue was an important element in raising the overall educational level of the Ukrainian people. The results of the study indicate that P. Kulish's educational activities in the native language were effective through the means of educational, religious and popular science literature.

Key Words: Educational activity, folklore, educational literature, monuments of oral folk art, textbook

Introduction

The emergence of romanticism in European culture led to the activation of self-identification, attention to the spiritual and creative aspects of human life. The spread of romanticism had various manifestations: from raising the level of national consciousness of the European inhabitants to the rapid education and arts development.

The processes of national self-identification took place in different regions of the Russian Empire, in particular in the territory of modern Ukraine. In the first half of the XIX century they manifested themselves through:

- drawing attention to the monuments of folk art, conducting folkloristic studies;
- formation of Ukrainian literature;
- book publishing;
- promotion of education, first of all, among the poor.

The period of Ukrainian Romanticism is characterized by the active creative activity of many representatives of Eastern Slavic culture and art. Panteleimon Kulish (1819–1897) was one of the prominent social and cultural figures of the Romantic period.

книги П. Кулиша «Граматка» позволяют утверждать, что он реализует основные функции учебника, а именно: информационную, развивающую и воспитательную. Учебный материал четко структурирован, содержит основной и дополнительный тексты, иллюстрации, различные виды заданий и упражнений. Авторами указывается на ключевую роль П. Кулиша в печати литературных произведений украинских писателей отдельными брошюрами. Отмечается, что написание и распространение религиозных произведений на родном языке выступало важным элементом повышения общего уровня образованности украинского народа. Результаты проведенного исследования указывают, что просветительская деятельность П. Кулиша посредством учебной, религиозной и научно-популярной литературы на родном языке была эффективной.

Ключевые слова: просветительская деятельность, фольклор, учебная литература, памятники устного народного творчества, учебник

P. Kulish's professional interests covered literature, ethnography, publishing and pedagogical matters. His main tasks were the development of the Ukrainian language, preservation and promotion of national traditions, introduction of the best European experience in the field of education. P. Kulish accomplished these tasks through the creation and spread of educational, popular science literature.

This article is devoted to the study of the educational activities of P. Kulish, which consisted in the creation of Ukrainian educational literature, preservation of monuments of national folklore.

Literature review

It should be noted that the research of P. Kulish's creative contribution to the development of book publishing, Slavic folklore, literature and writing is devoted to the scientific works of many scholars.

Thus, general information about the life of P. Kulish, his biography, based on primary sources, are contained in the monograph of Ye. Nakhlik

(2007). The author highlights the role of the writer in the Ukrainian prose, ethnography, literary criticism, translation, literary language development. It is stated that the folkloristic explorations of Kulish allowed to preserve the monuments of oral folk art.

The article (Tarnawsky, 1992) examines the impact of European literature on Ukrainian modernist prose using specific examples, in particular using the work of P. Kulish as the example. It is stated that Ukrainian modernist prose was a reaction against Ukrainian realism. The author points out that the Europeanization of Ukrainian literature in the modernist period was not a borrowing of modernist techniques or subjects, but an image of Ukrainian subjects from the European point of view. From this moment, the author of the article points out that the origins of the Ukrainian historical novel, such as P. Kulish's "Black Council" were closely related to the founder of Scottish historical prose of XIX century, Sir W. Scott.

The article (Luckyj, 1988) notes that Ukrainian literature of the early XIX century is closely linked to romanticism. This period is characterized by the intensification of folklore explorations, the study of historical events and their inclusion in works. P. Kulish's creativity was not an exception. The author points out that, under the influence of the works of W. Scott, P. Kulish mastered the genre of the historical novel. Mainly, the *pedagogical* activity and literature of P. Kulish is devoted to the studies of V. Miyakovsky (1919; 1920), R. Bahrij-Pikulyk (1980), L. Berezivska (2003), O. Shokalo (2005) and V. Sobol (2019).

Thus, V. Sobol (2019) explores in detail the historical and adventure story "Mikhailo Charnyshenko, or Little Russia Eighty Years Ago", which is dedicated to the events of 1762. The article focuses on the contradictory portrayal of the Ukrainian heroic past as a combination of romantic nostalgia and the dark period.

Instead, a comparative analysis of the historical works of P. Kulish "Black Council" and M. Gogol's "Taras Bulba" is carried out in a R. Bahrij-Pikulyk article (Bahrij-Pikulyk, 1980). The author emphasizes the differences in the image of heroes of these works. It is noted that unlike the story "Taras Bulba", "Black Council" is not a work with a mythical story, but a historical novel.

Methodology

The following scientific research methods were used in the preparation of the article.

The generalization method was used to determine the typical characteristics of the educational literature created by P. Kulish. The use of the method of comparisons and analogies made it possible to reveal the specifics of the educational material, its differences from other examples of pedagogical and popular science literature. A comprehensive study of the educational activities of P. Kulish required the involvement and elaboration of archival materials.

In turn, working with archival sources and ordering information by time characteristics led to the use of a chronological and induction method.

Results and discussion

1. *Preconditions to creation of books by P. Kulish*

P. Kulish realized well that the only way of national self-awareness and literacy extension among population is a book in mother tongue, created on national basis. It is the most effective in moral-ethic context and pupils' mental abilities development. Creation of textbooks and books in Ukrainian became an essential task of the educator.

In general young Ukrainian intellectual class of the beginning of the 40-s of the nineteenth century was characterized with a great interest to the issues of national regeneration, orientation towards perception of the past with the aim to realize the essence and meaning of existence of its people. National problem updating took place under the influence of European ideas of Romantic period, which inspired young people with extreme revolutionary feelings.

Under the influence of romantic ideas of the West (such as personality's independence in civil society, nation's independence as a separate subject of general historical advance, historical and cultural self-determination by means of history, folk art, language) purification of the new outlook of conscious Ukrainian youth took place.

2. *P. Kulish's work "The Story about Ukrainian people" – the first attempt of the textbook in history of Ukraine*

P. Kulish started to put his plans into practice in 1846. His special historical work “The story of Ukrainian people” in the magazine “Zviozdochka” (1846) for over-fives was published that year. A separate edition was (Kulish, 1846b) “The story about Ukrainians, written for over-fives by P. Kulish”. From the book’s title we can see that it was aimed at over-fives, so its content was constructed on certain historical facts and their critical comprehension. It is worth mentioning that P. Kulish was only 27, that is why he was not engaged into historic resources study on purpose and systematically, his views and methods were formed under the influence of new works in Ukrainian history and ethnography.

Taking into consideration this approach we may define the work (Kulish, 1846a) as an textbook in the history of Ukraine, which was aimed for children and adults.

Analyzing book (Kulish, 1846a), we are going to characterize its correspondence to such demands of textbooks in the history of Ukraine as:

- availability for individual reading – the book is written simply and accessibly. The author has used a lot of folklore material. Historical events coverage was completed with extracts from folk songs and dumas, in order either to confirm his opinion or as a historical resource, which made the material interesting and deep. P. Kulish didn’t appeal to mechanical memory of young generation, he stimulated them to think, to comprehend history as a basis of national consciousness formation;
- scientific character – the book comprises the period from the beginning of Cossacks’ appearance and their liquidation by Kateryna II (1775). The author substantiated the choice of this historical period with the thing that phenomena and facts, events of those times were almost unknown. In general, in the second half of the nineteenth century the development of Ukrainian historiography didn’t receive a sufficient level in order to write a generalized work on the history of Ukraine, which could be popular. P. Kulish is a representative of populist current in the national historiography. According to it, the book represents the history of Ukrainian people, but not the history of the separate state: he preferred populist movements, but not

processes of the state formation. He idealizes Cossacks in narration of historical facts. The contents of the book is aimed at familiarization with a great historical past of Cossacks, encourages outlook broadening, increase of interest to native history, national self-determination;

- clearness of structure – clear, chronologically balanced structure of the book: material is divided into seven chapters, each of them compounds a separate integral part from the history of Ukraine. A chronological chart is given at the end. The book does not have a large volume (112 pages). The main concepts and geographical names, which were highlighted in the text (for example: Cossack, hetman, council, Zhovti Vody, Kruta Balka and so on) deserve attention.

It is worth mentioning that the titles of chapters and division into paragraphs is absent in the book, the main dates and names of historical people are not distinguished, the methodical basis is absent (methods, approaches and forms for material acquisition are not described), there are no maps and illustrations. In spite of such drawbacks, P. Kulish’s (1846a) book “The story of Ukrainian people” has a scientific value as the first popular edition, which was written in difficult political conditions and was intended for primary familiarization with the history of Ukraine.

3. *P. Kulish’s “Gramatka” is one of the first textbooks for literacy study in Ukrainian*

In the same year P. Kulish’s “Gramatka” (Kulish, 1857b) was published. It was one of the first textbooks for teaching literacy in Ukrainian. The author paid special attention to this book creation, as it had the aim to educate Ukrainian population. P. Kulish wrote about his new work in the letter from December, 24, 1856 to V. Tarnavsky: “Recently I have written a very good book: “Gramatka for people, who desire to fill their brains with science” (Kulish, 1899, p.107).

In spite of the fact that the process of textbook publishing was complicated with censure obstacles and therefore was rather long lasting, P. Kulish did not hurry in this affair. Vice versa, he considered all details and moments in order to make the book perfect. In his textbook the author has used phonetic spelling, famous as

“kulishivka”, which described Ukrainian language phonetic peculiarities best of all for that time.

Using modern approaches to the typology of educational literature (advanced, alternative, integrated), we define P. Kulish's “Gramatka” (Kulish, 1857b) as an integrated textbook. It combines in content the following subjects: literacy, history, arithmetic, Christian ethics, materials of oral folk art.

We have conducted the analysis of P. Kulish's “Gramatka” in the context of complex analysis of the textbook for primary school, which is proposed by the modern researcher Ya. Kodliuk (2004) according to such parameters: textbook functions and textbook structure.

The contents and the structure of “Gramatka” are thoroughly considered. The textbook consists of foreword, twelve chapters, which comprise not only methodic material in reading and writing, but also the course of arithmetic; for the first time examples of verbal folklore were used as an academic material; the acquisition of general information in historical science is foreseen.

The analysis of textbook (Kulish, 1857b) proves, that it corresponds to the principle of nationality (it was written in mother tongue, corresponded to people's national peculiarities and historical experience) and to the principle of availability and consciousness of knowledge acquisition, which lies in the correspondence of contents, forms and ways of academic material teaching to the child's age peculiarities. The author has written about it in the foreword: “We have a lot of grammar textbooks and ABC books in Ukraine, though they are not appropriate for literacy teaching, because they are published not in mother tongue. That is why children are bored with such textbooks as they do not understand many words of foreign language. They go to study away from home, lose the habit of working and become worse without parents' care... We should teach children literacy in such way, that they could understand everything without waste of time, and the main thing is that the grammar textbook should be in Ukrainian...” (Kulish, 1857b, p.1-2).

The first chapter of the textbook – “The Alphabet” was represented in different variants: printed, large and small, lower-case and curve. It was very important for the author first of all to teach children alphabet and then to start reading an easy text.

The second chapter – “The rules for teacher” is an introductory appeal to readers, which, in opinion of the modern researcher Ya. Kodliuk (2004), is reasonable from the point of view of motivation in the textbooks for primary school. In this chapter the author gives general tips on how to use the textbook, what requires special attention, how it contributes to creation of the special psychological mood as well as prepares children for academic material acquisition. The efficiency of such methodical decision is also substantiated with the fact that P. Kulish used a special grammar and orthographic features, the spelling rules of the use of “kulishivka”, which he applied in his textbook.

The third chapter – “Syllables” – has twelve lessons to learn reading. With this aim the author moved away from letter-subjunctive method, according to which in learning to read the letter became the subject of actions. In general, the scheme of the study process lied in learning letters by heart and memorizing their configurations, learning syllables by heart, reading words. This method was wide spread in that time. In order to teach reading P. Kulish chose the method of the whole words, which was similar to American method of “the whole images”. In “Gramatka” small versed texts were at once proposed for reading, words in them were divided into syllables.

According to reading skills acquisition, P. Kulish, was against learning letters and syllables by heart in different configuration, which demanded great waste of strength and time. He tried to find easier way. That is why he supposed reading of whole words at once, divided into syllables, which became the subject of actions in learning to read, more effective. One of drawbacks of the book is the fact that the texts are rather difficult, there are words with three and more syllables, part of them are closed syllables.

The fourth chapter – “Contemplative reading” – also consists of twelve lessons. Every lesson of this chapter is divided into two parts. The first, not large in size, is aimed for individual reading by children (the print of texts is large). It includes selected texts from psalms and Ukrainian dumas; the size of texts was expanded with every lesson. The second half with the title “Science” is in the form of tasks to the first part of the lesson. This also expresses the unity of the substantial and procedural aspects of educational activity. Thus, the tasks fulfilment for using the acquired knowledge is provided under the direct guidance of the teacher or parents. It consists of reading texts about the educational ideas of the Christian

commandments and information on the history of Ukraine, contained in extracts of the psalms and dumas in the first part of the lesson. We may define such tasks as exercises of reproductive character, which are classified by modern pedagogues according to the character of cognitive activity.

Reproductive tasks, in their turn, are divided into certain types: the tasks of the first type help to perceive the textbook material; the tasks of the second type help to organize reinforcement and revision of the learnt material; a separate group forms tasks, which focus on preparing children for creative activity.

The tasks submitted by P. Kulish can be conventionally qualified as the reproductive tasks of the first type. They contribute to a better understanding of the contents of educational material, its perception and assimilation; their performance contributes to the development of memory, the methods of activity for the formation of knowledge and skills. Such methodical decision of children cognitive activity organization testifies to pedagogical mastership of the teacher, progressiveness of his views.

At the end of this chapter the author has given several psalms, translated into Ukrainian, for general reading. In the review to the textbook A. Lazarevsky (1858), the reporter of the magazine "Chernigiv province news", positively evaluated the idea of religious texts translation into Ukrainian and placing them in a textbook for teaching children.

The fifth chapter is entitled "A Look at the God's Truth, which is the Basis of the World". Its meaning lies in reading texts of a religious nature, which we also classify as a problem of reproductive character. They are aimed at acquisition of knowledge, the mastery of which makes it possible to determine the role of Christian religion in the development of social relations of many peoples (including Ukrainian), the influence of Christian values on the formation of the man and a separate nationality.

The sixth chapter, "A Brief Sacred History", includes the concise content of the Bible from the moment God created the heavens and the earth. The purpose of this section is the formation of the child's spirituality. In general, Ukrainian educators in the second half of the nineteenth century associated the formation of spirituality with Christian moral postulates, with the Bible, with folk culture and native language. That is

why P. Kulish used in his "Gramatka" a specially designed abbreviated Biblical content in Ukrainian for primary education. In a small foreword to the section, the author gave the following instructions: "Here, in short, everything is told that the Prophets and Apostles sent to us about the God's peace, beginning from Adam, the first man. Those, who learn it by heart, will do a good thing" (Kulish, 1857b, p.63).

P. Kulish placed the questionnaire with answers in the next chapter – "Short Knowledge of the Christian Faith" for reinforcement of the studied material. Questions are of a problematic nature and foresee the development of logical thinking. They help children to remember the basic Christian positions, ideas, systematize the acquired knowledge, establish causal relationships. Samples of answers teach to compare studied phenomena, to relate the level of the known and unknown things; they serve as additional educational material for realization the essence of the problem. The examples of tasks answers in the textbooks are pedagogically justified. Therefore, such organization of academic content acquisition, presented by the author in the form of questions and sample answers, is worth attention.

A separate section "Proverbs" is presented in the form of additional material and is aimed at increasing the emotional strength of the textbook. It contains proverbs, sayings, riddles, which, according to P. Kulish, are an important means of moral qualities forming, social experience transferring to the people.

Well chosen folk proverbs divide the notion of "good" and "evil" as two moral categories.

"Gramatka" also includes the chapter "Arithmetic", which is aimed to provide initial basis of arithmetic as an applied science for practical use in everyday life, business, trade, etc. The chapter contains a schematic image of numbers, a multiplication table with a detailed description of its use, and basic mathematical operations with explanations: addition, subtraction, multiplication, division and so on. At the end of the chapter there are a number of explanatory tasks, as well as tasks for individual work to reinforce the acquired theoretical knowledge in practice with correct answers for self-control. The principle of connection of education with life can be vividly traced in this chapter. Thus, the task of basic mathematical skills mastering is based on the life experience. Exercises, tasks for mathematical actions solution (addition, subtraction, division and

multiplication) are taken from practical life, connected with the world of objects, phenomena, familiar to the child from his own experience. This also reveals the unity of abstract knowledge with specific, well-known skills. At the end of this section there are answers that contribute to self-control, provide an opportunity to learn about the correctness of tasks without the help of a teacher or parents. That develops a sense of confidence in actions, forms a desire to study.

The following two chapters – “Great Words from the Holy Scripture” and “Prayers” - have a religious orientation and are presented in the Old Slavonic language. That technique was used by the author, probably, in order to meet the contemporary double censorship, especially spiritual one.

“Gramatka” ends with the “Word to Literate” in the form of afterword, the analysis of which allows classifying this text of the textbook as value-oriented. It contains an assessment of historical facts, events aimed at the formation of national values, the definition of a student's civic position. The last lines can be characterized as the author's national credo, which he tried to convey to the younger generation and the Ukrainian population: “Everybody should honor his native word, which has been given to us from God, so we should not despise the gift of God and forget it” (Kulish, 1857b, p. 149).

In order to create conditions for educational material generalization, illustrations of causal relationships and dependencies of natural facts and phenomena, their internal structure expression, P. Kulish widely used drawings on the themes of Christian moral, examples from the heroic past of the Ukrainian people, mathematical problems that in combination with the text, activate the perception and assimilation of the content, and also correspond to the principle of the use of visual methods of grammar teaching.

“Gramatka” was highly evaluated by the pedagogues' contemporaries. So, T. Shevchenko wrote in his diary: “This ABC book is created in the wonderful, clever and noble way. If it's God will, it becomes established by our poor people. It is the first ray of light, which is able to penetrate into the slaves' mind” (Shevchenko, 1861, p.6). A. Lazarevsky also supposed Kulish's work to be of great importance, taking into consideration that it was the first textbook in Ukrainian: “Gramatka is composed very well and as the first experience deserves for the great attention...” (Lazarevsky, 1858, p.102).

5000 copies of “Gramatka” by P. Kulish were published. The book was sold out very quickly thanks to the landowners who issued hundreds of copies to give them to ordinary people. A great part of the textbooks the author distributed himself to educate population (Lutskyi, 1989, p. 51).

The textbook became popular with students and teachers, as noted in one of P. Kulish's letters of February 14, 1858: “People liked the book very much. Men and women hurried to study “Gramatka”, in which the words were like alive” (Kyrpach, 1999, p.58-59).

And in 1861 the second edition of “Gramatka” was published.

Some changes and annexes were introduced to the second edition by the author. He added a short history of Ukraine, removed the chapter “Arithmetic”, and decreased the number of lessons from twelve to six in the chapter “Syllables”. He wrote in the foreword: “Thank God, we have waited for good times when everywhere in the country literacy became popular. The parents' task should be to teach their children literacy and would not be foreigners to their people” (Kulish, 1861, p.1).

The chapter “What was the fate of our homeland from ancient times” is interesting from historical point of view. It gives an overview of political self-government in Ukraine, historical background and geography. The author emphasized that education is the nation's intellectual potential, which makes society democratic, strengthens spiritual and cultural development.

Publication of P. Kulish's “Gramatyka” caused, of course, different reviews of the cultural community of that time, but its positive approval and active criticism were a peculiar indicator of the relevance and significance of this textbook for the educational development of the people. Concerning the practical success of “Gramatka” as a Ukrainian-language textbook A. Gorodinsky gives convincing facts in the magazine “Osnova” (Kulish, 1862, p.57-64). In one of Poltava schools, which comprised 157 students (23 of them were Russians), 114 insisted on education in Ukrainian. The school was visited by the member of Literacy Committee O. Konysky. He asked the best student to read something. The girl read very well and quickly, but at the request to recite she replied that she could not, because she did not learn by heart. Then she was given “Gramatka” by Kulish and asked to read about

the same, she read and recited. In other schools, the situation was similar. Children knew by heart the Scripture, but could not say what the name of the mother of Jesus Christ was, and who Jesus was; did not understand the meaning of the words “plod” (fruit), “tucha” (cloud), “agnez” (lamb). When these words were translated into Ukrainian everything became clear.

Such testing of “Gramatka” proves of the high methodological qualifications of the author and the relevance of the textbook to the needs and interests of the people.

In the result of P. Kulish’s textbook analysis, we define that it realizes the main functions of the textbook for primary school. They are as follows: informational, developmental and educational:

- informational function is realized by presenting a certain amount of knowledge about the reality, about methods of cognitive and practical activity taking into account age peculiarities;
- developmental function encourages the development of thinking, attention, imagination, memory, as well as forms general skills and abilities;
- educational function is focuses on the absorption of universal values.

The conducted analysis of the contents of textbooks by P. Kulish (1846a; 1857b; 1861) gives an opportunity to state that it is innovative according to the level of scientific development in the second half of the nineteenth century. It also encouraged the formation of the national consciousness.

4. *P. Kulish is the author of the series of books for education “Village library”*

Subsequently, P. Kulish initiated the publication of a series of cheap books in Ukrainian for the people of the “Village Library”. These books were known as “butterflies”.

During 1860-1862 there were more than twenty cheap educational books for the people from the “Village Library” series were published at the “P. Kulish’s printing house” (the rest of them, and there were 39 issues in total, were published at the “Typographies of the Department of Provinces”). They contained works of Ukrainian writers.

Indeed, it was the first experience of publishing works of talented Ukrainian writers in small

brochures for the rural people with the purpose of elementary but broad public education.

The creation and dissemination of religious works in the mother tongue was an important element in raising the overall level of Ukrainian people education. With this aim P. Kulish (1857a) translated and published “Sermons in Malorussian language of the Archpriest Vasily Gregulevich”.

The author of “Sermons” emphasized at the necessity of every person’s literacy, at the meaning of education both for one person and the whole society. V. Gregulevich spread the idea that a person should be guided by high spiritual qualities, work for the sake of universal human benefit, and not his own material interests.

In this regard P. Kulish wrote: “Those, who read Malorussian sermons attentively, will make sure, that they may help Christians either according to the contents or to the structure” (Kulish, 1857a, p.60-70).

P. Kulish was convinced that the publication of “Sermons” in Ukrainian “will be the most significant and most reliable step forward in the realization of our national independence. The awakened national consciousness inspires us for a long time for that.

Conclusions

P. Kulish's creative activity took place during the difficult socio-political period of the formation of national self-identification of the peoples in the Russian Empire.

We found that the main components of P. Kulish's educational activities were the following: the printing of educational literature and the preservation of folklore heritage.

The results of the study indicate that P. Kulish's educational activities in the native language were effective through the means of educational, religious and popular science literature. This was evidenced by the great demand for literature and the growing number of works in Ukrainian. Successful selection of works, different genres, national orientation and convenient format made P. Kulish's books comprehensible to people of all ages and different social status. In addition, a characteristic feature of his works is the inclusion of folklore material, which greatly facilitated perception for readers.

The educational activity of P. Kulish in the creation of educational literature was not limited to the territory of modern Ukraine, but it was also of great importance for all East Slavic peoples.

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