

**DEVELOPMENT FEATURES OF WOMEN'S EDUCATION IN
UKRAINIAN EDUCATIONAL ESTABLISHMENTS (THE SECOND HALF
OF THE XIX - THE BEGINNING OF THE 20TH CENTURY)**

The peculiarities of the development of women's education in Ukraine through the prism of reforming transformations in education in the second half of the nineteenth and early twentieth centuries has been revealed in the article. In accordance with the main tasks of the research, the author has analysed the state of school education at this time, the preconditions for reforming educational changes and their implications on the territory of Ukraine. The content of female education in educational establishments of the country, specifics and directions of girls' education in institutions of secondary education during the studied period have been found out.

It has been established that among the main tendencies of the development of women's education at this time, there were the gradual easing of the church's influence on the activity of educational establishments, along with the increasing attention of the state to gymnasium education; the development of new forms and methods of training women and their involvement in vocational education; the regulation of women's education by official documentation (rules, regulations, statutes, plans, programs, etc.) and the predominance of a more secular context in the process of its development.

The author has described the system and examined the types of educational establishments in Ukraine during the studied period, including in which girls could obtain general primary and secondary education. The dynamics of the process of opening women's gymnasiums and pro-gymnasium in the educational districts that were located in Ukraine have been confirmed.

The particular attention in the article has been devoted to the analysis and presentation of its results during the study of the process of reforming the system of secondary education. It has been proved that the transformations that took place during the reform of the school affected not only the form but also the content of

the girls' preparation, and therefore the quality of the general educational activity of secondary education establishments.

It has been fixed that that period (XIX - beginning of XX century) is characterized by the women movement activation at Ukraine's territory. Also, it has been stated that the quality training done in natural Sciences and Mathematics disciplines was not available for women during a long period of time. It has been found out that women from the secondary educational establishments were trained not sufficiently enough in the field of the Natural Sciences and Mathematics and that affected further development of the movements in society aimed at equality in the women's and men's rights which, correspondingly, led to changes in favour of better opportunities for women to gain higher education.

The evolution and transformation of the content of women's education during the second half of the nineteenth and the early twentieth centuries in Ukraine was caused by reforms that led to the gradual weakening of the Church's influence on the activities of educational institutions, together with increased state attention to gymnasium education; development of new forms and methods of teaching women and involving them in professional education; regulation of women's education with official documentation (rules, statutes, charters, plans, regulations, programmes) and dominance in the process of its development in a more secular context.

The reconstructed picture of women's education development was typical until the early twentieth century because the events of 1917 led to the closure of most women's educational institutions, which was conditioned by the Soviet authorities' efforts to equalize the rights of men and women, including for education.

The reforms specific to the period of research of the problem of formation and development of women's education in Ukraine directly affected the content of the activity of educational institutions for girls. They formed competencies that were directly related to life, fulfillment of the key gender roles at that time.

