Кікто, Світлана Михайлівна. Просвітницько-виховна діяльність земств Полтавської губернії (друга половина ХІХ – початок ХХ століття) : автореферат дис. … канд. пед. наук : 13.00.01 / С. М. Кікто ; наук. кер. Л. А. Семеновська ; М-во освіти і науки України ; Національний педагогічний університет імені М. П. Драгоманова. - Київ, 2016. – 20 с.

Дисертація на здобуття наукового ступеня кандидата педагогічних наук зі спеціальності 13.00.01 – загальна педагогіка та історія педагогіки. – Національний педагогічний університет імені М. П. Драгоманова. – Київ, 2016. Дисертація є цілісним науковим дослідженням теоретичних ідей і досвіду просвітницько-виховної діяльності земств Полтавської губернії другої половини ХІХ – початку ХХ ст. Проаналізовано ступінь дослідженості проблеми, з’ясовано соціально-економічні передумови й організаційно-педагогічні чинники просвітницько-виховної діяльності земств Полтавської губернії досліджуваного періоду. Обґрунтовано нормативно-правові й теоретичні основи, виявлено специфіку, визначено основні етапи, напрями, форми та методи просвітницько-виховної діяльності земств Полтавської губернії (друга половина ХІХ – початок ХХ ст.). Розкрито можливості використання прогресивних здобутків земств Полтавської губернії досліджуваного періоду в сучасних умовах інноваційного розвитку освіти України.  
Thesis for a Candidate Degree in Pedagogical Sciences, specialty 13.00.01 – General Pedagogy and History of Pedagogy. – National Pedagogical Dragomanov University. – Kyiv, 2016. Theoretical ideas are revealed in this thesis for the first time, progressive experience of educational and pedagogical zemstvos’ activity of Poltava province (second half of XIX – beginning of XX century) is scientifically generalized and possibilities of its creative implementation in the context of modernization of the national education are outlined. The degree of scientific elaboration of the problem is analyzed in the work. Systematization of scientific literature on the chronological criterion allowed to single out the following groups of works: 1) pre-Soviet period (1864-1917) that are associated with the accumulation of primary information about zemstvos’ activities, grounding the general pedagogical principles of their functioning (M. Bunakov, V. Vakhterov, B. Veselovskyi, M. Korf, G. Falbork and others); 2) Soviet period (1918-1990) aimed at highlighting social and economic aspects of zemstvos’ activities in the context of general and cultural development of the society (V. Borysenko, V. Harmiza, L. Zakharov, V. Leikina-Svirska, N. Pirumova and others); 3) post-Soviet period (1991 – beginning of XXI century) which are characterized by the profound source base and the latest methodology that provides a fundamental research of the outlined problem (L. Vovk, L. Korzh, N. Pobirchenko, O. Sukhomlynska, L. Shtefan and others). Social and economic background (the abolition of serfdom; the vigorous activity of public associations for the dissemination of the national ideas and technical science knowledge among the broad segments of the population; the rapid development of agriculture, handicraft trade, handicraft establishments and industrial enterprises; increasing the government attention to the problems of school and professional education development etc.) and organizational and pedagogical factors (the elimination of illiteracy of the population; the desire of educators to rise the pedagogical consciousness of the society; the appearance of fundamental pedagogical works in the national pedagogy; the formation of the national system of formal, non-formal and vocational education etc.) of educational and pedagogical zemstvos' activity of Poltava province (second half of XIX – beginning of XX century) are clarified. Substantive legal framework of educational and pedagogical activity of zemstvos in the Poltava province of the investigated period are proved: «The Statute on provincial and district zemstvo institutions», 1864 and 1890; «The Statute on primary public schools», 1864, 1874; «Zemstvo institutions: the statute on provincial and district zemstvo institutions. Rules on the procedure to bring them into action» 1865; «The Statute on non-classical secondary schools», 1872; «The fundamental principles of industrial schools», 1888; «The Statute on industrial art establishments», 1902 etc. Theoretical foundations (goal − literacy improvement and enhancement of cultural and value needs among the broad segments of the population; principles – education generality and accessibility; the connection of education with life, culture, traditions of the Ukrainian people; publicity and democracy; partial administrative and financial autonomy; openness to cooperation with the territorial community; ideas – the unique role of education in the processes of state formation; preservation of national identity of the Ukrainian people by means of moral, aesthetic and labor education of the young generation; the combination of learning activities and pupils’ creative work; the need for broad application of practice oriented methods of general education and vocational training etc.) of educational and pedagogical zemstvos’ activity of Poltava province (second half of XIX – beginning of XX century) are analyzed. The specificity (the Ukrainian centered content; the priority of moral, aesthetic and labor education; reliance on national and cultural traditions; the high level of pedagogical culture and initiative; the dominance of practice oriented forms and methods that evoke individual’s activity and creativity; the extensive cooperation with the progressive figures of the territorial community and the whole Ukraine) of educational and pedagogical zemstvos’ activity of Poltava province of the investigated period is elicited. The main stages (I – preparatory organizational, 1864. – mid 70’s of the XIX century; II – scientific and methodical, mid 70’s of the XIX century. – early 90’s of the XIX century; III –reformatory generalized, early 90’s of the XIX century. – 1918), directions (educational and methodical, organizational and pedagogical, publishing, bibliographic and expositional, investigative), forms (zemstvo’s primary school, evening and repeating classes for adults, students’ independent work, teachers’ conferences, summer general education preparatory courses for teachers, popular readings, public lectures, excursions, exhibitions etc.) and methods (audio analytic and synthetic method of teaching reading and writing, technique exercises, essay-writing and expositions etc.) of educational and pedagogical zemstvos’ activity of Poltava province (second half of XIX – beginning of XX century) are defined. The possibilities of using the progressive zemstvos’ achievements of Poltava province of the investigated period are revealed in the current context of Ukraine innovative development of education: enhancement of the national ideals and values that contribute to the consolidation of the society and are the basis of national and patriotic education of youth; development and implementation of modern reform strategy of local self-governing authorities in education; strengthening the role of public state administration of education; regional material enrichment of educational content; creation of social and pedagogical centers which enable the interaction between schools and nonschools educational establishments, production, cultural, educational and public institutions etc.).  
Диссертация на соискание ученой степени кандидата педагогических наук по специальности 13.00.01 – общая педагогика и история педагогики. – Национальный педагогический университет имени М. П. Драгоманова. – Киев, 2016. Диссертация является целостным научным исследованием теоретических идей и опыта просветительско-воспитательной деятельности земств Полтавской губернии второй половины XIX – начала ХХ в. Проанализирована степень изученности проблемы, установлены социально-экономические предпосылки и организационно-педагогические факторы просветительско-воспитательной деятельности земств Полтавской губернии исследуемого периода. Определены нормативно-правовые и теоретические основы, выявлены специфика, основные этапы, направления, формы и методы просветительско-воспитательной деятельности земств Полтавской губернии (вторая половина XIX – начало ХХ в.). Раскрыты возможности использования прогрессивных достижений земств Полтавской губернии исследуемого периода в современных условиях инновационного развития образования Украины.