

All in all, the ways to increase students' cognitive interest in learning Ukrainian as a foreign language include the use of innovative technologies and new methodological approaches i.e. interactive teaching methods and technical training tools to test knowledge, dissemination of the learning materials, which enhance student learning and proficiency. Thus, a multimedia approach to teaching Ukrainian as a foreign language can provide instruction in basic speech activities.

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STANISŁAW AUGUST PONIATOWSKI SCHOOL OF CHIVALRY IN WARSAW THE FIRST MILITARY ACADEMY IN THE POLISH REPUBLIC (1765 – 1794)

Introduction

The School of Chivalry of Stanisław August Poniatowski played a breakthrough role in the development of Polish military education, educating professionally prepared, courageous and patriotic military staff, good officials of the state administration performing their service in the sense of duty to the homeland and in the name of its freedom. Its presence affected the mental life not only of the Polish capital Warsaw, but also of the whole country. The aim of this study is to show the role and significance of the School of Chivalry in the Polish military history, education, and the creation of political and national awareness of the Poles of the 18th and 19th centuries.

Analysis of recent research and publications on the problem considered.

In the Polish literature, the School of Chivalry was the subject of interest of researchers dealing with military history, such as Tadeusz Korzon and Marian Kukiel, and of education historians like Stanisław Kot, Antoni Knot, Mirosława Miterzanka and Kamila Mrozowska. The Chivalry's School was also the subject of interest of two French researchers of the Enlightenment - Jean Fabre and Ambroise Jobert, who, discussing the ideology of the Polish Enlightenment, mentioned the existence of the Chivalry' School in the Polish school system in the second half of the 18th century [1].

Discussion.

The election of Stanisław August Poniatowski (1764-1795) as a king opens a turbulent era of heroic struggle for a thorough reform of the Polish Republic, maintaining independence, breaking up harmful social systems, for a victory of a new intellectual trend reaching Poland - the ideology of the Enlightenment. The more enlightened citizens of Polish society see a real danger of collapse and loss of independence. The first strong voices of criticism of the current status quo, reinforcement of the armed forces and changes in the educational system of Polish youth are appearing. The period of military reforms begins.

The creation of the Chivalry School was a necessity for the nation and the state. There was a need for a military institution educating highly qualified professional staff for the needs of the army, as well as for the second very important goal, which was to educate comprehensively educated citizens who understood the need to make fundamental changes in the functioning of the state.

It wasn't an easy task to set up the School of Chivalry. It required a great deal of effort in terms of developing plans, obtaining appropriate funds, acquiring staff and supporters.

A solemn moment of opening the institution, which was officially named "Academy of the Noble Cadet Corps of JKM and Rzeplota" was in June 1765. One of the best educated and influential persons in Poland, Prince Adam Kazimierz Czartoryski, became the commander of the royal school. He provided the school with an appropriate educational climate and high level of education [2].

The establishment of this important for Poland and its military forces - military academy, was mentioned by foreign travelers in their memories from their stay in our country. Johann Bernoulli's (1779) devoted a lot of space to the School of Chivalry [3], many favorable comments about the royal academy were also made by foreigners Jan Dubois, Krzysztof Pfleiderer, Fryderyk Szulc, Otto Zernitz. Also later recognized military historians, such as Tadeusz Korzon, Bronisław Gembarzewski or Marian Kukiel, spoke positively about the school and its achievements [4]. Research on this very interesting issue, in a new dimension of pedagogical thinking - after the political transformation in Poland at the end of the 1990s - was also dealt with by the author of this study in his earlier works [5].

The established Cadet Corps imitated quite faithfully the similar military institutions established abroad since the second half of the 17th century, not only in organisational terms, but also in terms of content and direction of education and raising.

The character of the Cadet Corps was secular; teaching was very progressive as for that time. Thanks to organisational efforts, in a short period of time the School of Chivalry entered the group of similar, modern institutions of this type in Europe [6]. It was a new quality on the school map of the Polish Republic.

The royal academy was the first school in Poland with an extensive general education programme, implemented on the basis of new methods and a new intra-school organisation. This made it possible for the young people to go through all levels of education, from elementary through secondary to higher education, during their seven-year education.

The education at school was divided into two periods - the first five years and the second two years. During the first period, the cadets received secondary school education. The second period provided specialist engineering and military or legal studies. School graduates gained in-depth and extensive general and specialist knowledge.

In line with the ideals of the Age of Enlightenment, the Corps stopped to use mechanical, memory-based teaching methods. According to the views of the educators of the "Age of Light": John Locke and Jean Jacques Rousseau, who criticized memory based teaching methods, these methods were replaced by the viewpoint.

Parallel to the general education, a military training programme was implemented. The School of Chivalry based its military training programme on regulations, instructions to introduce young people to military life, to develop physical fitness, to be immune to hardships and inconveniences, and most of all to instil the so-called "soldier spirit".

The creators of the military training programme were two commanders of school troops: Colonels Antonio Leopold Oelsnitz and Adam Ludwik Bos-Roger. The developed military training programme was a thoroughly utilitarian one [7]. It provided a thorough preparation of the future officer - commander for the combat conditions of the battlefield at the end of the eighteenth and the beginning of the nineteenth century.

The command, teaching and educational staff employed in the Corps brought new ideas of the Enlightenment, reliable knowledge and great effort into the process of educating and raising cadets. They were mostly educators bringing the Enlightenment ideas, reliable knowledge and involvement in the process of educating cadets. The most active ones were: Marcin Nikita, Ignacy Nagurczewski, Jan Wulwers, Kajetan Skrzetuski and Józef Chillet, Józef Konarski, Mikołaj Wiśniewski, Piotr Muller [8].

The range of impact of the school was wide. On the one hand this was caused by the fact that the school was free of charge. Not only representatives of the rich but also of the middle and poor nobility could apply for admission. Many of them tried to implement their ideas and views in their regions.

The catastrophe of the Kosciuszko Uprising in 1794 and the final collapse of the Polish Republic that followed, was the beginning of the end of the royal academy. Apart from the political chaos, the fall of the Kosciuszko Uprising brought about a severe social shock and economic ruin. In these conditions, one could not think about maintaining a much-needed but expensive institution. The authorities of Russia, Prussia and Austria - the countries that annexed Polish territory - would not agree to its further functioning.

The decision to close it was made on 30 November 1794 [9].

Conclusions

A short (due to editorial requirements) reminder of the Chivalry' School achievements, its experiences and successes in educating young people is not only an attempt to present an important part of Polish history, but also makes more profound sense. The concept of "vir honestus, vir civis, vir fortis", successfully implemented

within the walls of the royal academy, assuming the raising of a man who understands the needs of the country, society, and in his activity putting the good of the homeland as the primary goal, is an universal idea and should be continued in the process of education of the young generation today.

In the period of its nearly thirty years (1765-1794) laudably existence, the School of Chivalry fulfilled a double role: on the one hand, an academic institution, giving its students a certain amount of knowledge necessary for further effective public activity, and, on the other hand, a military school, which was to provide the Polish Republic with an influx of good, comprehensively prepared, patriotic officers. The essence of education, based on the foundations of secular ethics, the highest goal, to which all and everything was to aim, was the ideal of an officer-citizen willing and able to serve the state in civilian work and military service.

Thanks to, among others, the School of Chivalry, the understanding of such feudal symbols as: "nobleman" or "well born" was gradually changing in Polish Republic. In the royal academy these concepts were given a different meaning, and a new sense.

A nobleman - is not only a privilege, but above all an obligation.

The School of Chivalry left a lasting mark. It raised many heroes, professional officers, and gave the Polish Republic well-prepared civil servants of various levels. The staff and graduates of the school made their contribution to the work of internal reconstruction and defense of the values that were superior for Poles, such as honour, patriotism and love of freedom. The graduates of the academy were among others well educated officers and future political activists as: Tadeusz Kościuszko, Jakub Jasiński, Karol Sierakowski, Michał Sokolnicki, Józef Sowiński, Karol Kniaziewicz, Stanisław Fiszer, Maurycy Hauke, Fryderyk Moszyński, Kazimierz Nestor Sapieha, Julian Ursyn Niemcewicz, Józef Hoene-Wroński, Franciszek Drucki-Lubecki and many other outstanding commanders and statesmen.

Educational models developed in the first military academy in the history of Poland were considered useful not only in military education, but also in the raising of the whole society, especially the young generation of Poles. The ideals of the royal school were continued by the Polish education of the 19th century, enriching it greatly. They survived to the present day, being a great educational inspiration in Poland.

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9. AGAD, Zbiór Popielów: „papiery wojskowe, op. cit., sygn. 186; The decision of Stanisław August Poniatowski to close the Corps was also announced by "Gazeta Warszawska" 1794, No 62 (issue dated 6 December 1794). The former seat of the School of Chivalry housed the best secondary school in the Congress Kingdom of Liceum Warszawskie (1804-1831), and then the rectorate of the Warsaw University, opened in 1816 - existing till today.

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СУЧАСНІ ОСВІТНІ ІНФОРМАЦІЙНІ РЕСУРСИ ЯК ЗАПОРУКА ЯКІСНОЇ ДІЯЛЬНОСТІ МЕТОДИЧНОЇ СЛУЖБИ ДНЗ «ПОДІЛЬСЬКИЙ ЦЕНТР ПРОФЕСІЙНО-ТЕХНІЧНОЇ ОСВІТИ»

Сьогодення освіти багатогранне й надзвичайно динамічне. Іноді бракує часу на чітке апробування того, що планується до реалізації. Запити нинішнього суспільства суттєво відрізняються від тих, що існували всього лиш кілька років тому.

Зорієнтуватися у цьому вирі процесів, зуміти адаптувати упровадження сучасних інновацій до тих умов, що склалися, зважаючи на заздалегідь продуманий кінцевий результат, скоординувати діяльність кожного учасника