

EMPLOYEES' TRAINING AS GUIDELINES OF SOCIETY "NARODNA TORHIVLIA": HISTORICAL REVIEW

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INTRODUCTION

Reforming economic education of independent Ukraine foresees providing highly-qualified training of modern specialists of the business and economic state complex. The paper focuses on the analysis of the activity of "Narodna Torhivlia", one of the most effective economic societies in Western Ukraine (Galicia), which functioned at the end of the XIXth – the first third of the XXth century. A particular emphasis is laid on the study and implementation of the positive achievements of historical and educational experience of the vocational cooperative and elucidative activities of "Narodna Torhivlia", as it was a commercial and cooperative ideological centre for training professionals of the business sphere. A thorough analysis of the activity of the society was conducted with the reference to archival data. It proved that "Narodna Torhivlia" laid the foundations of private entrepreneurship, thus becoming a founder of cooperative schooling in Eastern Galicia. To fulfil the strategic objectives "Narodna Torhivlia" directed the Ukrainian youth to gain degree in trade while studying at commercial schools and offered an opportunity of on-the-job training with the following employment in warehouses and stores of the society; provided financial assistance in the form of scholarships to students of the commercial schools; organized a number of commercial and cooperative courses (distance learning correspondence course, complementary training courses for professional development of assistants of shopkeepers, shopkeeper courses); ensured systematic publishing of professional periodicals. Vocational training was carried out by combining theoretical (general and specialism-related disciplines) and practical (on-the-job training) components that became a solid foundation for further independent entrepreneurship.

With the proclamation of the independent Ukrainian state in 1991 and its gradual integration into the international European educational space, the issue of reforming the system of economic education and transition to the global standards in training highly competitive generation of Ukrainian business elite was brought up. Therefore, the strategy of educational institutions development in the XXIst century involves building up vocational, with a very specialized field of expertise multi-level education,

which would generate highly qualified professionals capable of solving tasks outlined in all sectors of the national economy. To create an effective concept of education and improving the quality of professional knowledge, a series of reforms was needed. They were supposed to accumulate historical and educational heritage that includes scientific and methodical works, ways of organizing the educational process, the best practices of domestic and foreign pedagogy.

Cooperative and elucidative as well as professional activity of “Narodna Torhivlia”, which is the Ukrainian merchant organization, deserves a special attention and thorough analysis. It is known to have laid the foundations of West Ukrainian private entrepreneurship and is considered the founder of cooperative schooling in Eastern Galicia.

Training skilfully and thoroughly educated businessmen became the driving impetus of the society, which was aimed at strengthening the position of the national economy. Organizers of the society tried to increase the level of knowledge among the Ukrainian youth required for farming by using innovative technologies that would increase output and working capital as well as boost trade.

Delivering lectures, vocational courses, maintenance of commercial and cooperative schools, shops, reading rooms, libraries and museums, publishing periodicals and economic literature were the main means of implementing set tasks.

Separate private sector of professional commercial and cooperative schooling in the second half of the XIXth – the first third of the XXth century was formed by the efforts of the figures of “Narodna Torhivlia” and other economic societies.

At the present stage of the creative use of domestic achievements the retrospective analysis is useful to determine the ways of improving the educational process and identifying the prospects for further economic education genesis.

1. Methodology of research. Cooperative movement as a means of disseminating commercial knowledge

Ukrainian historiography of the professional activity of “Narodna Torhivlia” in Eastern Galicia at the end of the XIXth - the first third of the XXth century is presented in the context of the overall development of Western cooperation and the formation of its main goals and objectives.

Some scenes from the organization of commercial and cooperative learning are contained in the scientific papers and publications of

O. Kovalchuk (2000)¹, I. Vasiuta (1994)², S. Helei (1996),³ Z. Hipters⁴ etc. However, in the XXth century, researchers did not comprehensively outline the problematics, so it needs to be reviewed and supplemented with new methods and approaches.

The purpose of the research work is to conduct a comprehensive analysis of professional cooperative-elucidative activities of the society “Narodna Torhivlia” aimed at developing the professional competence of business specialists.

Achieving the above mentioned goal involves fulfilling the following tasks: investigate the activities of Western Ukrainian economic societies in the direction of promoting and disseminating professional knowledge among practitioners and young co-operators; describe the main areas of cooperative and trade as well as professional-elucidative activities of the central association of consumer cooperation “Narodna Torhivlia”; identify and define the role and influence of institution’s leaders on the formation of the professional business outlook of the Ukrainian population in Eastern Galicia in the defined period.

For conducting an objective scientific research of cultural, educational and economic phenomena of the past, in addition to the general research, systematic and structural, problem-thematic, descriptive and extrapolation methods were used.

The material of the research is represented by the archival data from Central State Historical Archives of Ukraine (CSHAU)⁵ in Lviv and a number of publications dedicated to the activity of “Narodna Torhivlia” (“Narodnaia Torhovlia vo Lvove”, 1884; “Z Narodnoi Torhovli”, 1908; “Zvit z torhovelnoho kursu v Zbarazhy”, 1908; “Vstupajte do fakhovykh shkil”, 1934; “Buduiemo svoiu politekhniku”, 1938; Baryliak, 1927, 1937; etc)⁶.

¹Ковальчук О. Освітня діяльність і педагогічні погляди Дениса Коренця в контексті розвитку українського кооперативного шкільництва в Галичині : дис. ... канд. пед. наук : 13.00.01. Львів, 2000. 268 с.

² Васюта І. Західноукраїнська кооперація: досвід господарської діяльності [1883–1939 рр.] *Економіка України*. 1994. № 3. С. 77–82.

³ Гелей С., Пастушенко Р. З історії торговельної та кооперативної освіти в Галичині. *Споживча кооперація України: Історичні та соціально-економічні аспекти* / за ред. С.Г. Бабенко, М.А. Аріман, В.В. Апоній та ін. Київ : Ред. газ. «Вісті», 1996. 192 с.

⁴ Гіптерс З. Економічна освіта на західноукраїнських землях та її сподвижники (XIX – перша половина XX століть) : монографія. Київ : УБС НБУ, 2011. 347 с.

⁵ ЦДІАУ у Львові (Центр. держ. іст. архів у Львові). Ф. 348. Оп. 1. Спр. 225, Арк. 6, 12, 15, 18.

⁶ Народная Торговля во Львовѣ. *Господарь и промышленникъ*. Львовъ, 1884. Ч. 5. С. 107.

West cooperative movement emerged in the absence of a national state and developed in the context of the national law of Austria-Hungary (second half of the nineteenth century – 1918) and the Second Rich Pospolyta, Romania and Czechoslovakia (1918-1939).

The basis for cooperation on the West Ukrainian lands was the idea of combining the cooperative movement with national liberation, cultural and educational ones. It implied a close cooperation between the provision of educational services and improving the material well-being, increasing financial status as well as rationality of the Ukrainian economy of small and medium owners.

Ukrainian citizenship on a broad background of socio-economic and political relations on the West Ukrainian lands focused on the positive aspects of social equity and economic self-defence for achieving sovereignty of the national economy. According to the current national economic thought and pedagogy, the thesis of the need for including economic factors in the latest national political aspirations of the Ukrainian community was widely substantiated. In the late XIXth century Ukrainian cooperation became a purposeful means of the combined aspirations to the nation's reviving; unity was recognized not only as economic activity or means, but also as a social and educational system⁷.

The leading figures of the late XIXth – the first third of the XXth century were aware of the public significance of the private initiative in establishing professional centres of knowledge, the cooperative elucidation was the epicentre of the educational process. National paradigm of professional schooling envisaged building up cooperative education with the assistance of Ukrainian cultural, educational and economic associations, which considered professional self-education to be the key to strengthening the economic position of the Ukrainian people.

Their activities were directed on the business cultural awareness increase, business development, cooperative movement, commerce and banking, establishing Ukrainian professional schools. All these activities were seen as an effective means of educating nationally conscious industrialists, entrepreneurs, artisans and owners.

Cooperative education on the West Ukrainian lands was being developed in the context of progressive West European socio-cultural and cooperative ideas generated by the active industrial development and the civilization processes in Western Europe⁸. Critical rethinking of the leading ideas of

⁷ Витанович І. Історія українського кооперативного руху. Нью-Йорк, 1964. С. 48.

⁸ Історія кооперативного руху : підручник для кооперативних вузів / Бабенко С.Г., Гелей С.Д., Гончарук Я.А. [та ін.]; Укоопспілка, Львівська комерційна академія. Львів : Інститут українознавства ПАНУ, 1995. С. 43.

cooperative theory of Western scholars by cultural and educational figures of Galicia caused the predetermination of the priorities of content, forms, and methods of implementing cultural and educational practices, the organization of schools and educational projects, developing curricula and programs.

Thus, based on the experience of cooperative and elucidative work in Austria, France, Belgium, Germany, Galician educators stressed the need for improving general educational and cultural level of cooperative movement participants and the public; dissemination of cooperative ideas and training professional staff according to the needs and the type of cooperation.

Before World War I outstanding public and cooperative leaders of Eastern Galicia did not tend to be professional executives. Priests, teachers, lawyers, conscious farmers, tradesmen and workers used to be the ones who set up their own small cooperative funds, shops, dairy farms, but were not aware how to do a profitable business.

In the regional centres the same situation was observed. The leading workers appeared not to be the experts but the public figures and representatives of the clergy who only partly served the public cause. They faced difficulties to select and recruit skilful young people in order to do the efficient cooperative work because to gain necessary qualification required costly funds to complete the expensive studies.

Their initial volunteering work was characterized by dedication and perseverance but lacked a deep understanding of value and needs of cooperation as a means of regeneration and socio-economic emancipation of the people by their own efforts⁹. Therefore, the main task of economic societies was training qualified personnel for their own needs.

Demand for commercial and cooperative staff especially vividly was observed in the consumer cooperative unions, whose professional work was coordinated by “Narodna Torhivlia” established by Nahirnyi B. and Nychai A. in Ukraine in 1883.

The ideological and conceptual vector of its professional activities was to strengthen the financial and economic status of the Ukrainian community in cities, as merchants, entrepreneurs and industrialists, due to the deep conviction of cooperative ideologists, happened to be generating social environment of each European nation.

“Narodna Torhivlia” was intended to be the central warehouse for rural and semi-urban Ukrainian shops as well as the school of the honest sellers to facilitate the formation of commercial outlook of Galicians. Approximately 130 different kinds of shops, with local activists working without

⁹Витанович І. Історія українського кооперативного руху. Нью-Йорк, 1964. С. 329.

appropriate professional skills, cooperated with “Narodna Torhivlia” in 1888¹⁰. Therefore, leaders of cooperative institutions, taking into account the circumstances and the lack of educated experts, believed that the priority of the institution was to ensure training of qualified staff for the central society and its affiliates with the aim of establishing an effective organization of cooperative reconstruction¹¹.

2. Coordinating activity of the society

“Narodna Torhivlia” as a coordinating centre of cooperative trade encouraged Ukrainian youth to gain vocational education in commercial schools with the prospect of on-the-job training and subsequent employment in warehouses and stores of the society association¹².

This society occupied a leading position in the Galician merchant world. In the cities “Narodna Torhivlia” organized its own warehouses and stores. In 1914 there were 19 warehouses, including 1244 stores and 93 cooperatives.¹³

Its economic education development trends envisaged the policy of Ukrainization of the cooperative movement. The organization fostered training for Ukrainians concerning the development of business and commercial skills in the sphere of trade.

Narodna Torhivlia played an important role in creating individual craftsmanship. It aimed at teaching Ukrainian youth merchant field and in this way to strengthen the frames of Ukrainian merchants. The organization trained Ukrainian commercial personnel.

Members of the cooperative union were in charge of delivering the lectures in bookkeeping, the study of commodity in commercial schools. They contributed to the establishment of cooperative trade unions in different areas of Eastern Galicia. The society provided scholarships to talented students and created job vacancies of cooperative instructors, who were entitled to give practical advice in running cooperative unions¹⁴.

Understanding the need for systematic training, “Narodna Torhivlia” held a series of narrow specialized commercial and cooperative courses.

¹⁰ Витанович І. Історія українського кооперативного руху. Нью-Йорк, 1964. С. 82.

¹¹ Витанович І. Історія українського кооперативного руху. Нью-Йорк, 1964. С. 91.

¹² Народная Торговля во Львовъ. Господарь и промышленникъ. Львовъ, 1884. Ч. 5. С. 107.

¹³ Народная Торговля во Львовъ. Господарь и промышленникъ. Львовъ, 1884. Ч. 5. С. 108.

¹⁴ Народная Торговля во Львовъ. Господарь и промышленникъ. Львовъ, 1884. Ч. 5. С. 106.

Powerful means of “Narodna Torhivlia” to overcoming the shortage of specialists in the trade was the organization of the first distance learning correspondence course (1894). This type of education included the publication of the circular practical tasks and case-list for self-study, the answers to which trainees were obliged to send by post to the central management¹⁵.

Complementary courses with the following syllabus had been suggested since 1896 for professional development of shop interns and assistants: religion, Ukrainian and German, accounts, study of commodities, industrial and commercial law, administration, bookkeeping, geography and calligraphy. Due to the efforts of the society’s officials, the first instructor congress of the warehouse managers (1891), a course for senior students and junior associates (1897) as well as courses of shop assistances in Lviv (1907) and New Sianch (1909) were organized. The syllabus was aimed to master the complex of subjects.

Professional theoretical and practical knowledge of cooperative employees was improved due to the collaboration of “Narodna Torhivlia” with other cultural and educational societies. In particular, “Narodna Torhivlia” together with “Prosvita” held commercial courses; the teachers were both employees of institutions and local educators. The first commercial course for clerks of public and cooperative stores on the Rochdale’s basis was conducted in Ternopil, December 1905. Necessary skills for working in cooperative unions were provided by studying history of trade in Ukraine, trade accounting, trade legislation and correspondence, trade geography, information about merchandise goods, etc.

The following trade course was held in Kolomyia at a high scientific and methodological level. It was distinguished by the most advanced contemporary visual aids and technical means (commodity samples and slide show of the Rochdel system). Similar courses were organized in Lviv, Przemysl, Chortkiv and Stanislav¹⁶.

A trade course in Zbarazh (1907) envisaged the study of books, general merchant information (industrial law), the organization of cooperative stores, the history of trade, merchant accounts and calligraphy. High productivity of the course depended on the fruitful work of the assistant, whose duties were to monitor the students’ learning process during the lectures, explain the

¹⁵ Народная Торговля во Львовѣ. Господарь и промышленникъ. Львовъ, 1884. Ч. 5. С. 107.

¹⁶ Народная Торговля во Львовѣ. Господарь и промышленникъ. Львовъ, 1884. Ч. 5. С. 106.

inexplicable topics to the pupils, prepare practical lessons, and during non-auditing time, consolidate the previous material.

Student G. Krokhmaliuk was in charge of such a post as a consultant-pedagogue. Sixteen students were in his subordination¹⁷. The key tenets of merchant training embraced the company's deepest respect for the cooperative idea, the awareness of its involvement to the creation of the latest forms of management that contributed to the financial independence of the Ukrainian entrepreneur¹⁸.

Successful implementation of this course testified high efficiency of this type of training. Therefore, trading courses for cooperative shopkeepers are recommended to be conducted systematically in large cities, where there were scientific and pedagogical reserves.

"Prosvita" society was obliged to provide trainees with Ukrainian-language textbooks in book-keeping, merchant accounts, merchant geography, commodity study and others. "Narodna Torhivlia", having understood the importance of further employment of graduates of vocational schools, organized on a permanent basis a four-year practice with a two-month probationary term.

In December 1907, the headquarters of "Narodna Torhivlia" substantiated and published a draft curriculum in accordance with the scheme of staff practical training, which included students – trainees – trade assistants.

According to this decree, the benefits of pursuing trade education were granted to the students who had finished "vydilovu" or secondary (2 classes) schools. The duality of the educational process lied on the professional training at the enterprise and the attendance of evening supplementary schools in high school (3–4 years), which operated at the State Trade Academy.

Individuals, who could not study due to various reasons, got individual practical assignments from the supervisor. Those cities of the region where there were no evening supplementary schools, "Narodna Torhivlia" invited teachers as instructors for delivering evening classes with trainee students in accordance with the curriculum of "Narodna Torhivlia".

Priority disciplines, according to the above mentioned curriculum, included accounting and spelling. Only after 4 years of practical training, trainee students according to the industrial law received a certificate of sales assistants.

However, the availability of such a certificate did not give the absolute right to a graduate to get a job vacancy in cooperative institutions. Since 1908, trade

¹⁷ Народная Торговля во Львовъ. Господарь и промышленникъ. Львовъ, 1884. Ч. 5. С. 108.

¹⁸ Народная Торговля во Львовъ. Господарь и промышленникъ. Львовъ, 1884. Ч. 5. С. 107.

assistants had been obliged to confirm their qualification level before the commission formed by the Board of Directors of “Narodna Torhivlia”.

The theoretical part of the exam included checking knowledge of commodity study, merchant accounts, trade geography, book-keeping, and merchant correspondence. In addition, a practical examination was foreseen, which consisted of servicing customers in Lviv warehouses. Only after successful examination, trade assistants could work on a permanent basis in “Narodna Torhivlia”¹⁹.

Theorists of cooperation and the activists of “Narodna Torhivlia”, except for the practical implementation of the main principles of cooperative and educational activities, thoroughly developed the national concept of Ukrainian cooperative entrepreneurship. The research of the economic state of consumer cooperation, mentality and psycho-physical qualities of Ukrainians was professionally done in order to form a strong and prospective national business environment²⁰.

The acquisition and improvement of professional theoretical knowledge of the company’s employees was provided with the help of publishing professional periodicals and books that promoted the improvement of practical skills through self-education. “Hospodar i Promyshlennik” (the printing organ of the “Economic-Industrial Society” in Stanislav and “Narodna Torhivlia” in Lviv) became a specialized magazine. The target audience of readers could gain information about trade, commodity science and accounting²¹.

“Narodna Torhivlia” also published book guides for the organization of stores and cooperative affairs, forms and inventory documents that were freely available in the library of the society. The booklet of the shopkeepers, which acquainted with the basics of the chosen profession, was the first textbook in commodity study “The Science of Colonial Products” by A. Nychai (1889)²².

The main department of “Narodna Torhivlia” established regular contact with its employees in remote warehouses and stores, by issuing instructions in the form of strippers (collections of instructions) where orders, reports and

¹⁹ Барняк О. Заочний освітній курс. *Господарсько-кооперативний часопис*. 1927. Ч. 6. С. 2.

²⁰ Гелей С., Пастушенко Р. З історії торговельної та кооперативної освіти в Галичині. *Споживча кооперація України: Історичні та соціально-економічні аспекти* / за ред. С.Г. Бабенко, М.А. Аріман, В.В. Апоній та ін. К.: Ред. газ. «Вісті», 1996. С.73.

²¹ В справі українських економічних часописий. *Господар і Промисловець*. Стрий, 1910. Чис. 1. С. 5–6.

²² Ничай А. Будуймо свою політехніку. 1938, С. 142.

recommendations for improving the work of the cooperative union-stores were published. A significant source of knowledge about customer service, business correspondence was “Reguliamin”, which included also regulations of educational character, and, therefore, was extremely useful for self-education²³.

In the interwar period, the regional trade organization, like all business societies, continued the course on the development of Ukrainian cooperation, focusing its activities on the training of workers for agricultural and consumer associations and shopkeepers²⁴. “Narodna Torhivlia” owned 19 warehouses with 135 people working in a variety of specialties and training levels: executives, trade assistants, trainee students, cashiers in the 1920’s and 1930’s. Due to the dispersion of the cooperative forces in the region and their excessive employment, the central society was unable to organize a long-term course for them.

Alternatively, the functionaries of the company initiated post-correspondence educational courses for service staff under the guidance of I. Baryliak in 1924. 115 students were enlisted, who, despite different schooling, had practical skills and one-year preparatory practice.

Students received “Zadachnyk” by post twice a month, which contained the task of 3 levels of difficulty: the first one - for the students of the 1st and 2nd years of studying; the second one - for students of the 3rd and 4th years of practice; the third (the most complicated one) - for cashiers and sales assistants. The tasks included questions concerning trade accounts, accounting, trade geography, public economy, cooperation, resolutions of the statute and official orders of “Narodna Torhivlia”, commodity study and the Ukrainian language²⁵.

However, the effective work of post-correspondence courses was terminated by the order of the Ministry of Labor and Public Welfare in Warsaw (August 14, 1930), which introduced three-year supplementary schools for individuals who did not have general or vocational education²⁶.

In spite of the extensive network of professional and vocational schools in the interwar period, “Narodna Torhivlia” continued professional training of the youth, thanks to well-established publishing of specialized journals and literature, which intensively replenished the existing libraries in the country.

²³ Бариляк О. “Народна Торгівля” як учителька працівників торгівлі. Львів : Накладом «Народної Торгівлі», з друкарні видавничої спілки «Діло», 1937. 47 с.

²⁴ Вступайте до фахових шкіл. *Рідна школа*. Львів, 1934. Чис. 5. С. 165.

²⁵ Бариляк О. Заочний освітній курс. *Господарсько-кооперативний часопис*. 1927. Ч. 6. С. 3.

²⁶ Ничай А. Будуймо свою політехніку. 1938, С. 142.

A distinguishing area of professional activity was the improvement of practical skills of three-year trade school and one-year trade courses graduates by organizing and conducting practical courses at the shops of the trade and cooperative centre. Active private commercial schools in the provincial towns have repeatedly addressed to the management of “Narodna Torhivlia” with the request to allow their students to undergo compulsory on-the-job training (300 hours) in warehouses on public holidays or during summer holidays²⁷.

The precondition for the successful development of Ukrainian cooperative societies was the cooperative literacy of their governing bodies and functionaries, which was guaranteed by secondary and higher education. However, the existing educational institutions could not fully satisfy the needs of Ukrainian cooperation in trained workers, and this gap was compensated by professional courses organized by economic societies and organizations, in particular, “Narodna Torhivlia”.

Members of the association realized that the future development of Ukrainian entrepreneurship largely depended on the establishment of a systematic and qualified training of ambitious and highly professional administrative staff of the existing cooperative stores. Members of the directorate, office workers, social service employees and state institutions were particularly in need of professional development.

In 1934, the Society organized a course of lectures for warehouse managers, which included: warehouse administration, personnel management, business science, commercial paperwork, cooperation, taxes, maintenance of buildings and warehouses. The teaching methodology of these courses included independent five-minute reports of the trainees, the learners had received 10 questions the day before and had to prepare a five-minute report for each question; the report should be meaningful, properly substantiated, and have an appropriate psychological approach²⁸.

This was done to teach young people to speak publicly, to communicate with the audience, and instill other qualities necessary for a good manager and administrator, as the course was attended by members of the board, office workers for social services and government agencies. Such an approach to training was an important psychological preparation for young executives to make public speeches and to communicate properly with their

²⁷ Бариляк О. Заочний освітній курс. *Господарсько-кооперативний часопис*. 1927. Ч. 6. С. 3.

²⁸ Народная Торговля во Львовѣ. *Господарь и промышленникъ*. Львовѣ, 1884. Ч. 5. С. 107.

subordinates and customers, gain professional and business qualities necessary for effective management of administrators and executives.

The methodology of the courses provided for individual five-minute reports of students who had to prepare in advance on the basis of a predefined issue (the students received a list of questions, and were obliged to prepare the responses).

Questions for discussion were well thought out, had a problem and practical usage. The presentation of the material should have been properly reasoned and taken into account the psychological aspects of personality development²⁹.

“Narodna Torhivlia” constantly demanded from their employees an additional examination due to the specialty “trade assistant”, despite the completion of full secondary or higher commercial education institution. During 1925–1929, the number of academic disciplines, included in the exam program for the confirmation of qualification “sales assistant” and “cashier”, had increased.

The subjects varied from the “Narodna Torhivlia”’s system, the rudiments of cooperation, commodity science, service regulations, trade accounts to accounting. Examinations for trading “canters” and warehouse managers included topics: trade records management, warehouse administration, personnel supervision, and maintenance of premises, cooperation, taxes, and social security³⁰.

The society took care of the theoretical education of its learners, instructed them to work on improving their skills by reading professional journals and books. The organization also replenished the warehouse libraries with numerous professional publications, mainly cooperative contents. “Narodna Torhivlia” employed graduates from a three-year trade school, one-year trade courses for shop practice. It not only taught the trade work of their own workers for the needs of their warehouses and institutions, but also allowed others to prepare for professional work in church communities, private shops, or cooperatives courses in their stores.

With the introduction of compulsory supplementary schools for merchant youth, “Narodna Torhivlia” stopped organizing its own courses, and directed its attention on taking care of its members’ proper educational level, replenished the library, and occasionally was involved in conducting short-

²⁹ Барияк О. «Народна Торгівля» як учителька працівників торгівлі. Львів : Накладом «Народної Торгівлі», з друкарні видавничої спілки «Діло», 1937. С. 29.

³⁰ Ковальчук О. Освітня діяльність і педагогічні погляди Дениса Коренця в контексті розвитку українського кооперативного шкільництва в Галичині : дис. ... канд. пед. наук : 13.00.01. Львів, 2000. С. 73.

term courses for top position candidates and instructor's congresses, although in the post-war period, graduates of secondary and higher commercial schools had already been employed in its departments.

CONCLUSIONS

The initiation and dissemination of the ideas of commercial and cooperative schooling took place predominantly at the level of social affairs, which became a distinctive feature of Western-Ukrainian cooperation.

The cooperative movement enabled many participants and employees to discover their natural, innate abilities and ambitions as well as develop their cooperative knowledge without formal higher education. They raised honestly deserved social status in practical socioeconomic cooperation and achieved leading positions in cooperative institutions.

Narodna Torhivlia called on the youth to study at vocational schools, providing them with on-the-job training and further employment; young people received financial support for studying abroad; scientific research in the field of consumer cooperation was carried out in order to bring up Ukrainian merchants who would work later in the trade – on their own capital or in commercial cooperative societies.

The activities of “Narodna Torhivlia” as a generator of new economic ideas in the autochthon population contributed to the effective development of cultural and educational affairs in Eastern Galicia. The cooperative and trading central society was concerned about the qualitative improvement of the Ukrainian community's financial well-being in order to form a politically active nation through the creation of centres of professional knowledge, ongoing commercial, cooperative and educational, instructor courses, organization of the professional literature publishing, which enabled the introduction and efficient use of new technology, application of the latest technologies in the management of cooperative stores, development of a domestic economy at the level of high world standards.

Such affiliated work of consumer cooperation ideologues contributed to the education of a new generation of educated and fully developed, with rich practical experience and broad outlook, representatives of the entrepreneurial elite of the region. At the current stage of reforming the educational system of Ukraine, the historical and pedagogical experience of private trade and cooperative schooling functioning in various forms and manifestations becomes particularly relevant, and its achievements can be reestimated and used in the educational process in domestic economic educational institutions.

Further studies of the above-mentioned issues may address the main aspects of cooperation of economic as well as cultural and elucidative societies in the Western Ukrainian region. The societies provided both school pupils, students with systematic and high-quality professional knowledge, and employees in various cooperative unions. Such scientific research works will contribute to the formation of comprehensive representations of contemporaries about the main vectors of vocational training organization in the past. And this will allow to highlight valuable and relevant training approaches and techniques that can be applied in modern educational institutions of different levels of accreditation.

SUMMARY

Thus, due to the lack of a state system of professional training of the Ukrainian population in Western Ukrainian lands at the end of XIXth the beginning of XXth century, vocational education was carried out by the efforts of cultural and elucidative societies, namely “Narodna Torhivlia”. These epicenters of forming qualified staff initiated setting up private schools and vocational establishments, reading courses as well as correspondence courses for workers.

A major difference between private schooling and the state was its cooperative orientation, which is confirmed by the introduction of cooperative science as the main subject in all commercial private educational institutions to provide society with a new cohort of educators and ideological cooperators.

This is explained by the orientation of native-language trade school to use the achievements of national pedagogy. Advanced cooperative teachers have paid considerable attention to the education of students in a spirit of solidarity, mutual assistance, and responsibility, which strengthened the authority of these institutions among the general public of the Ukrainian community.

Periodicals, practical advisers and textbooks, scientific literature, libraries played an additional role in organizing the educational process, which emphasized that the main goal of the cooperative movement should be cooperation of citizens, aimed not only at improving their material well-being, but also at preserving spiritual flourishing of the Ukrainian people.

The emergence of professional native-language establishments was perceived as a means of bringing up educated Ukrainian entrepreneurs, craftsmen, agrarians, managers, technicians, owners who would use their knowledge to obtain efficient and productive outcomes in business-related

spheres and would be able to build up consolidated Ukrainian state with growing economy.

The activities of prominent representatives of “Narodna Torhivlia” were focused on nurturing the workers’ skills of managing the economy and organizing trade. The leading organizers sought to raise the level of knowledge of Ukrainian youth needed to run an innovative technology economy that would increase production volumes and increase working capital. The professional training was carried out by means of a combination of theoretical (general and professional disciplines) and practical (industrial practice) components of training, which would become a strong basis for further independent business activity. The society has laid a solid foundation in educating a new generation of Ukrainian owners, cooperators, entrepreneurs, sales workers and merchants to strengthen their financial and social status, and subsequently to bring about a decommissioned indigenous element to economic independence.

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