

A specific "isolation" of the Western Ukrainian region from Naddnipyrianshchyna, which was caused by the cross-influence of diverse geopolitics of both empires - Austrian and Russian - on the domestic lands, actualized the formation of a particular educational "climate" on the pro-Ukrainian territory. The current historical epoch affected the main directions of development of enlightenment in different parts of our state, thus paving a new way of exploration into certain historical "corners" of the past, which must be engraved with "golden" letters into the national memory of all Ukrainians. In connection with the above-mentioned, the relevance of the stated issues is presented with the main tasks of the development of the national school, which is the result of long historical twists on the scale of the domestic development of the social and cultural sphere as a whole.

The first half of the nineteenth century "fixed" the territorial division of the Ukrainian lands between the Russian and Austrian protectorates. The aggressive intentions of the pro-government imperialists provoked the marking of the political map of modern Ukraine with a "red" line of the state borders, which actually separated the South, the Left Bank and the Right Bank from the western Ukrainian spaces represented by the territories of Bukovyna, Halychyna, and Transcarpathia.

Reflecting the governmental intentions of both metropolises dominant on the domestic terrains, we should emphasize their undeniable focus on the upbringing of "humble subordinates" to the ruling political regime. In modern historiographic studies, we find a research comparison of the bureaucratic style of training the youth in classical universities of the Roman-French type with the domestic one, which showed the maintenance of close contacts of the local political elite with the foreign one.

The middle of the first decade of the nineteenth century became a devastating "counterargument" for Lviv University. The territorial transfer of Lviv University from the capital of Halychyna to the Polish city upon Vistula – Krakow shook the "viability" of higher education for Ukrainians (in particular, considering the fact of prohibiting the Ukrainian studies in "Novopolska" alma mater until 1808). The function of the educational center was transferred to the Lviv Lyceum, which structure resembled the previous university, combining a much smaller number of departments, a lower educational level and a shorter term of study. In our opinion, the only positive thing was that the management of the Lyceum could preserve this polydisciplinarity of the curriculum that functioning of the philosophical studio, at the Lviv Lyceum. Its development on the domestic territories was prompted by the pedagogical skills applied in the previous century on the Dnieper surrounding territories, which are substantially analyzed in the profile historical and pedagogical studies.

Analyzing the potential of Ukrainian educational institutions at that time, it should be emphasized that they were a kind of "cradles" of the educational training of the younger generation for entering the domestic and foreign higher schools. In addition, they performed an important social and cultural task of that time, they

served as peculiar centers for training a highly educated responsible young generation, which will be certified by the following facts.

However, teaching philosophical academic courses in Naddnipyryanshchyna and Lvivshchyna was significantly different in the organizational context. In the first half of XVIII century, teachers of the Naddnipyryanshchyna colleges had a certain pedagogical "autonomy", which was attested by the following facts: using the teaching literature in foreign languages; development of author's lecture courses; extension of the list of extracurricular lessons; diversification of the contents of educational disciplines with the help of natural knowledge.

Instead, in the Lviv Lyceum during the 1806-1817 period, teachers were under the watchful eye of "censors" who systematically checked

a) the availability and level of use of the textbooks approved by the responsible structures;

b) the content of the work notes of lessons;

c) the appropriateness of pedagogical views and philosophical beliefs, which should not have contradicted the dominant religion – Catholicism;

d) the conditions for the "emergence" of the socio-political apathy manifestations of the representatives of educational centers in order to prevent the revolutionary spirit among the broad social masses.

Under such rigid censorship conditions, only active manifestations of the pedagogical skill of the conscious intelligentsia enabled the maintenance of a viable educational climate on the territory of Halychyna. Professor of mathematics Frantisek Kodesh, who was a representative of Lviv University, serves as a vivid historical and pedagogical figure who deserves the proper research attention in the context of this study. This teacher was from Y. Komensky's mother country, the Czech Republic, and presented the best educational traditions in the national spaces, which he had previously acquired in one of the oldest higher schools in the world – Charles University (Prague). Thanks to the high level of knowledge in the field of sciences and purposeful self-organization, Professor Kodesh got the possibility of professional growth in domestic and foreign areas of the investigated historical period. The first step in his professional career was to head the Department of Mathematics, and later the Faculty of Philosophy of Lviv University. The most valuable pedagogical point of view for our study was that the professor managed to prepare a whole range of researcher and educators within the academic process of the educational institution, who continued their own the educational work started by the distinguished foreign professor in the social circles of our compatriots.

Paying attention to the peculiarities of the development of natural sciences on the territory of Halychyna, their unquestionable interconnection with the educational development of Europe at that time should be emphasized. The foundation of the "Jesuit" educational centers in the preceding century has affected

the growing role of natural science in the social life of Ukrainians, whose status has steadily increased through the widespread popularization of its significance at the general civilization level as a whole.

Holding the position of the professor of mathematics, Kodesh developed an active teaching and scientific activity. The professor knew the sciences; in particular, he drew from the concepts of Guidobaldo Del Monte, whose knowledge component logically entered the educational circulation of the newly founded Lviv Technical Academy (1844) on the territory of Halychyna.

Systemically complementing the idea of opening the profile technical academy in Halychyna, we should emphasize its unquestioning interconnection with existing institutions of the same profile in the period under study in the territory of the progressive European countries – France (Paris – 1794), Czech republic (Prague – 1806 ), Austria (Vienna – 1815), Great Britain (Glasgow – 1820 and London – 1824). Maintaining close contacts of the domestic intelligentsia with foreign colleagues was based on the development of active pedagogical activity, which is emphasized by a number of source study materials.

This educational situation in the Lviv region lasted for the next nine years in a row, and only in 1817, the situation could be changed in favor of returning to the primary "cradle" of the above-mentioned university of Halychyna, which produced further development of Halychyna higher education and in Lviv University.

Based on the above-mentioned, we can conclude that the "growth" of the cultural potential of Halychyna was the result of the educational development of the entire region, since teachers "sowing eternal and wise", realized professional functions answering the call of the heart. The practical side of such an event was followed by the expansion of the number of subjects in the natural and humanitarian cycles, which eventually led to the verification of the contents of the educational process, the construction of the degree of knowledge and levels of education.