

*N. Mozhova**Doctor of Philosophy Sciences, Professor,  
Head of the Department of Philosophy,  
Institute of Philosophical Education and Science,  
National Pedagogical Dragomanov University***DISCUSSION ON THE PLACE OF PHILOSOPHY IN THE EDUCATIONAL SYSTEM:  
HISTORICAL AND PHILOSOPHICAL EXCURSION INTO THE PAST**

The discussion at issue opened in Kyiv in late XIX – early XX century. The immediate cause of it was contemporary innovations introduced by the Ministry of Public Education, initiated in the late 1890s by the new Minister General P. Vannovskyi. General proposed educational institutions, including gymnasiums, to significantly increase the educational level through the introduction of new disciplines, including Philosophy with the requirement that these subjects were taught by teachers, mostly professors of higher educational institutions. For philosophers of that time prospects for expanding their activities in the sphere of secondary schools was not attractive. However, paradoxically, their views on the appropriateness of teaching philosophical subjects differed diametrically, which gave rise to quite passionate debate.

The main participants in the general debate of the late XIX – early XX centuries in Kyiv were known Professors Petro Kudryavtsev (1868-1940), Oleksiy Gilyarov (1855-1938), Heorhiy Chelpanov (1862-1936), Petro Linytskyi (1839-1906). The order of listing the main participants in the debate is not

accidental. Indeed, there is every reason to believe that their position on the above issues is almost entirely subordinated to “logical square” of Mikhail Psyol. Thus, the relationship between the positions of P. Kudryavtsev and A. Gilyarova is contrary. The views of P. Chelpanov and P. Linytskyi refer to each other as subcontrary. And in relation contradiction are positions of P. Kudryavtsev – M. Linytskyi (both – professors of Kyiv Theological Academy) and A. Gilyarova – H. Chelpanov (Professors of University of St. Vladimir).

After all, it happened that the Ministry of Public Education has supported its own directive proposing to authorize “individuals who successfully complete the course in the orthodox theological academies” for teaching elements of philosophical propedeutics and limit this teaching with Psychology and Formal logic. Since these subjects were taught “in addition to other duties” by priests, it is logical that after the October Revolution, Psychology and Logic after all gradually disappeared from the list of subjects taught in secondary schools in.