

**THE SOCIAL, EDUCATIONAL AND TEACHING
ACTIVITY OF KOSTIANTYNA MALYTSKA**

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**ГРОМАДСЬКО-ПРОСВІТНИЦЬКА ТА ПЕДАГОГІЧНА
ДІЯЛЬНІСТЬ КОСТЯНТИНИ МАЛИЦЬКОЇ**

У статті обґрунтовано важливість родинного середовища (громадська діяльність матері; письменницький талант батька) і соціокультурних умов

(формування світоглядних позицій в умовах активізації суспільно-політичного життя на всіх українських землях) як визначальних чинників становлення громадсько-просвітницької діячки, письменниці та педагога К. Малицької. Виокремлено три етапи (галицький, буковинський, львівський), схарактеризовано її громадсько-просвітницьку, педагогічну та літературну діяльність на кожному з них. Констатовано, що педагогічна діяльність включала: викладацьку – вчителювання у м. Галич, с. Лужани під Чернівцями, у Львові та Красноярську; організаційну (керівництво педагогічним колективом першої української віділової дівочої школи РТП імені Т. Шевченка у Львові, заснування у Красноярську першої української народної школи імені І. Котляревського) тощо. Визначено, що основними напрямками громадсько-просвітницької діяльності К. Малицької були: організація і активна участь у жіночих та громадських товариствах краю (заснування читалень “Просвіти”, “Жіночих громад” у різних містах краю, Кружка ім. Ганни Барвінок у Львові; тісна співпраця з першим українським дошкільним товариством “Українська захоронка”, з “Просвітою”, Товариством наукових викладів імені П. Могилу). Здійснений аналіз літературної спадщини Костянтини Малицької засвідчує, що у численних оповіданнях виховної тематики, наукових розвідках і науково-популярних статтях вона не тільки показала реальний стан українського шкільництва в межах австро-угорської та польської держав, а й теоретично обґрунтувала концептуальні основи рідномовної національної школи, сформулювала її мету, завдання, зміст навчання і виховання дітей, вимоги до вчителя.

Ключові слова: Костянтина Малицька; громадсько-просвітницька діяльність; педагогічна діяльність; літературна діяльність; жіноча діячка.

THE SOCIAL, EDUCATIONAL AND TEACHING ACTIVITY OF KOSTIANTYNA MALYTSKA

The article substantiates the importance of the family environment (the mother's social activity; the father's writing talent) and the socio-cultural conditions (formation of the world outlook in the conditions of activization of the social and political life in all Ukrainian lands) as determinants of Kostiantyna Malytska's becoming a social figure, writer and educator. Three stages are distinguished (Halych, Bukovyna, Lviv), her public-educational, pedagogical and literary activity at each of them has been characterized. It has been stated that the pedagogical activity included: teaching in Halych, Luzhany near Chernivtsi, in Lviv and Krasnoyarsk; and organizational activity – heading the first Ukrainian Shevchenko RTS Girls' School in Lviv, establishment of the first Ukrainian Kotlyarevsky National School in Krasnoyarsk, etc. It has been determined that the main spheres of the public and educational activity of Kostiantyna Malytska were: organization and active participation in women's and public associations of the region (foundation of the Prosvita reading rooms, Women's Associations in different cities of the region, Anna Barvinok Circle in Lviv; a close cooperation with the first Ukrainian preschool society “Ukrainian Kindergarten”, with “Prosvita”, the P. Mohyla Scientific Society). The analysis of the literary heritage of Kostiantyna Malytska shows that in numerous stories on educational topics, scientific research and popular science articles, she not only showed the real state of Ukrainian schooling within the Austro-Hungarian and Polish states, but also

theoretically substantiated the conceptual foundations of the mother-tongue national school, formulated its purpose, tasks, the content of education, requirements to the teacher.

Key words: *Kostiantyna Malytska; social and educational activity; pedagogical activity; literary activity; female activist.*

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Introduction

The impact of globalization and information technology is a challenge to the national education, which in a contradictory way seeks at the same time to revive the national identity and incorporate it into the global culture, reform the education system and legitimize its classical model. The perception and understanding of this contradiction leads to the necessity to study the conceptual foundations of the national history of education, great and multifaceted creative achievements of the prominent figures of culture and education, which have preserved the identity of the Ukrainian people through their dedicated work, repeatedly proving their importance throughout the world history.

In particular, the activity of Ukrainian female educators of Galicia in the late 19th to the first half of the 20th century is considered to be significant in this context, who, given the essential shortcomings of the existing formal schooling system, became involved in the development of a network of Ukrainian private institutions, considering them as important centers of education and national and civic development of children and youth. A deep study and creative understanding of their organizational and practical activities and educational experience, in our opinion, will not only enrich the modern theory and practice of the national education system, but will also allow us to identify prospective ways of its preservation and development at the present stage.

Among the well-known Ukrainian women educators, enlighteners, and public figures in Galicia of the late 19th – first half of the 20th century a most important figure is Kostiantyna Malytska (1872–1967). We believe that her brilliant personage as a champion of the women's rights movement, a supporter of the idea of asserting the national consciousness of Ukrainians, a tireless worker in the field of the development of the national education system, needs attention and high appreciation of her accomplishments by the modern generations through the promotion of her main ideas and achievements in general.

The analysis of recent research. The source of information about K. Malytska's life and creative career is, first of all, her own articles in newspapers and magazines of Galicia and Bukovina, as well as the memoirs of active participants of the national cultural and educational movement in Western Ukrainian lands, like-minded

teachers and her students, in particular S. Doroshenko, O. Korenets, O. Kuzmowych, I. Petriv, I. Skoplyak, O. Fedak-Sheparovych, A. Franko-Klyuchko, A. Khraplyva, published mainly outside Ukraine.

Some aspects of Kostiantyna Malytska's activity are revealed by the scientific and publicistic research of I. Pavlykovska "On Public Way", published in Philadelphia as part of the commemoration by the Western Diaspora in 1954 of the 70th anniversary of the Ukrainian women's movement ([Pavlykovska, 1956](#)). In 1965, the World Federation of Ukrainian Women's Organizations in Canada published the book "Educator of Generations Kostiantyna Malytska: A Public Worker, An Educator, and A Writer" – the most thorough publication at that time about the "ideological and complete dedication of a teacher", a fighter for national and cultural renaissance of her native folk. The editorial board under the leadership of L. Burachynska managed to recreate for the first time a sufficiently complete history of K. Malytska's life and creative work, which was considered as an important component of the history of the formation and development of the national women's movement, the evidence of its unity, as a living monument to the pioneers of this movement, educators of the younger generation ([Burachynska, 1965](#)). K. Malytska's contribution to women's studies in Ukraine is partly analyzed in the fundamental monograph of the Vice-President of the Union of Ukrainian Women of America, researcher of the Ukrainian women's movement M. Bohachevska-Khomyak "Feminists Despite Themselves: Women in Ukrainian Community Life, 1884–1939", published in 1988 in Edmont ([Bohachevska-Khomyak, 1995](#)).

However, in her home country, information about K. Malytska remained limited over the four post-war decades. In the encyclopedic reference books, literary anthologies, and in some newspapers and magazines in the 1960s and 1980s, her name was mainly associated with poetry and translations. At the same time, these studies confirm that in the national history of the late 19th to the first third of the 20th centuries only a few of the women were conferred the title of the Honorary Members of the Prosvita Society, long-term members of the management (and for a short time even the chairpersons) of the Ukrainian Pedagogical Society "Native School" and the Union of Ukrainian Women, founders of public cultural and educational organizations, editors of pedagogical publications, at the same time working as teachers. For over 40 years out of K. Malytska's 75-year biography were devoted to teaching.

In the modern Ukrainian history, one of the first to study the pedagogical heritage of Kostiantyna Malytska was the researcher H. Pankevych ([Pankevych, 1990](#)). A collection, published in 1993 by V. Slezinsky, the former school principal in K. Malytska's home village of Kropyvnyky, Kalush District of Ivano-Frankivsk Region ([Selezinskyy, 1993](#)) describes in detail her life, literary-pedagogical and social activity. In 1995, a monograph by M. Yakubovska, "Kostiantyna Malytska: the life and creative career", was published in Lviv, which became the basis of the dissertation for the degree of Candidate of Philological Sciences ([Yakubovska,](#)

1995). From the aforementioned works, Kostiantyna Malytska appears to her contemporaries in a three-dimensional space: a teacher, social activist, and writer.

The purpose of our scientific research is to carry out a scientific analysis, systematization and synthesis of the public and educational activities and pedagogical legacy of K. Malytska in the context of the development of national education in Galicia in the late 19th to the first half of the 20th century.

The factors of Kostiantyna Malytska's formation as a public and educational figure, writer and teacher

Kostiantyna Malytska was born in the era of intensification of the social and political life on all Ukrainian lands. She was formed as a personality under the conditions of increasing denationalizing influence from foreign regimes: the Austro-Hungarian monarchy, and later the Polish state. She completed her difficult life path during the "Sovietization" of Western Ukraine. In fact, such sociocultural conditions contributed to K. Malytska's assertion that the purpose and objectives of Ukrainian national education were to prepare the young generation to the struggle for a free, independent, democratic, and sovereign Ukrainian state.

It is known that in 1872, when she was born, a compulsory school for girls and the training of professional educators in the first teacher's seminary of Galicia only started, which opened the opportunity for Ukrainian women to acquire almost the only profession at that time, and undoubtedly influenced K. Malytska's career choice. In 1884, when she together with several Ukrainian girls was completing her elementary education in a school for girls in Stanislawow, being the best student in her class, the first Ukrainian women's society was founded, a member of which was Kostiantyna's mother, Olena Malytska. This, naturally, determined the content of her future public preferences, gave impetus to a public educational activity. She became an enterprising, creative personality whose field of activity was the "Prosvita" reading halls in the villages where she taught, the editorial boards of the journals to which she corresponded, and the numerous organizations and societies she actively participated in. It should be noted that K. Malytska was the daughter of a priest and writer Ivan Malytsky, from whom she inherited the high spirituality and admiration of an artistic word, which was realized in dozens of poetic and prose works for children and young people. Thus, the determinant factors of K. Malytska's rise as a public education figure, teacher and writer were the family environment and the socio-cultural conditions.

The main periods of public education and pedagogical activity of Kostiantyna Malytska

Several periods are clearly outlined in K. Malytska's long and multifaceted activity. The first (Halych) period is connected with the initial place of work in the Jezupol public school, Halych district, and later in the six-grade school in Halych, where the 20-year-old girl came after obtaining the profession of teacher with honors at the Lviv Teacher's Seminary. The years spent by K. Malytska in Halych became for her an important school of professional and civic development. It was here that she first encountered Ukrainian children as a teacher realized the role of

knowledge in awakening the human and national dignity of the Ukrainian people formulated in the form of the thesis: “Through Enlightenment to Resurrection”. In addition, she understood why, in the desire of the “Great Poles” to make Galicia a part of the Polish kingdom, the Regional School Board, as a higher state educational body, took upon itself in the first instance as a tool for the realization of this idea its school system: “of course, the future belongs to those in whose hands the school are, the youth defines the society” (“*Narodna ruska shkola*”, 1904, p. 3).

Even then, K. Malytska felt that the education system at the time put the Ukrainian teacher in a position between a “hammer and anvil”: on the one hand, it was confused with school plans and various instructions from above that directly commanded him to spread the idea of Polishness at school, and on the other hand, it is despised even by their own folk for the least... purely educational activity outside the school for the benefit of their people. On this basis, she came to a disappointing conclusion: the Ukrainian teachers by their social significance stand now not much further than the first deacon teachers, who at the time of the clerical school administration had been standing for hours in the antechamber of the Rev. Dean ... waiting for an indulgent permission to enter” (“*Narodna ruska shkola*”, 1904, p. 5).

During her work in Halych, K. Malytska made the first steps in the development of her writing talent: in 1896 her first poetry under the pseudonym “Rastik” appeared in the Ukrainian children’s magazine “The Bell” in Lviv, and in 1898 a collection of stories “Little Heroes”, signed by the pseudonym “Vera Lebedova” was published, which became the favorite reading matter for young readers. Reprinted in 1899 and 1906, according to M. Furtak, even 40 years later it remained interesting for children and parents by their appeals to love people and to be able to sacrifice themselves for the common good. Since then, the lives of children in the family and at school, which inseparably linked to the fate of if not the whole people then at least a community, became the main topic of K. Malytska’s literary work (Furtak, 1937, pp. 322–323). The Halych period is a time when Kostiantyna Malytska was established not only as a teacher and a writer but also as an enlightener. Together with a handful of conscious Ukrainians, she founded a “Prosvita” reading hall in Halych (Burachynska, 1965, p. 8).

In the late 19th to early 20th centuries K. Malytska’s public cultural and educational activities went far beyond the district town: she became a member of the Stanislawow branch of the first Ukrainian women’s association, one of the organizers of the second rally of Ukrainian women in this city (1902) and an active member of the Stanislawow branch of Ruthenian Pedagogical Society. Her speeches to the nationally conscious public of the Carpathian region, the first popular scientific research in periodicals (“At the turn of the twentieth century”, “Female types in the latest Ukrainian-Ruthenian literature”) and individual works (“Moms. Essays on our home pedagogy”, “On the Women’s Movement”) demonstrated the young teacher’s outstanding theoretical capabilities. In 1903 K. Malytska was named an honorary member of the Lviv “Ruthenian Women’s Club”, and in 1905 – the Ruthenian Pedagogical Society.

The progressive views on education and upbringing, an active public position of K. Malytska led to the young teacher's transfer to a school in the predominantly Polish chauvinistic environment of Western Galicia. However, thanks to the efforts of prominent educational figures of Bukovina (in particular, the then inspector of the Bukovina school board O. Popovych), she got a job in September 1903 in the public school of the village of Luzhany near Chernivtsi. At the same time, she launched public extracurricular activities, became one of the organizers and leaders of the Chernivtsi "Women's Association" (1906) and its first chronicler. The chronologically short period of K. Malytska work in Bukovina proved to be no less meaningful than the previous, Galician, period and demonstrated the extraordinary and multifaceted skills and abilities as a teacher and public figure and finally ascertained the main trends of her later professional and public work.

September 1906 saw the beginning of the longest and most prolific period of Kostiantyna Malytska's life: at the invitation of the branch of the Ruthenian Pedagogical Society, she moved to Lviv, where she headed the teaching staff of the first Ukrainian Shevchenko Girls' School. At the same time K. Malytska took part in the founding of the first mixed B. Grinchenko private public school in Lviv. She also actively worked on the unification of women's societies into a single public organization with the same name as Chernivtsi – "Women's Association" (1909). Due to her efforts, Hanna Barvinok Women's Circle of the Ruthenian Pedagogical Society was established and launched its activity (1912), uniting women teachers of Lviv and its suburbs; K. Malytska worked closely with the first Ukrainian preschool society "Ukrainian Kindergarten".

The organizational and pedagogical activity of K. Malytska in Lviv led to the emergence of a number of popular scientific essays, some ideas of which remain fully valid today. Convinced that "the enlightened patriotic womanhood is the key to a nation's rebirth", K. Malytska focused on the content of girls' education and upbringing. This issue is addressed in the articles "Our Girls in Our Schools" and "A Few Notes on Studies in Girl's Schools of Fine Arts". In the first of them, the author traces the history of the "struggle for the girls' education in the national spirit" in Galicia, which, according to our data, is the most complete contemporary study of this problem in all Western Ukrainian lands. In the second article K. Malytska thoroughly analyzes current school textbooks, home reading, gives advice on extracurricular reading and writing exercises. An experienced teacher and social activist, she emphasized that both requires a mother who tells or reads to the children a wonderful tale about an immortal knight, and a teacher who, in the reading hall, involves a multitude of the illiterate in the enlightenment, and the Ukrainian woman of the future – "a citizen who, having acquired equal rights with her husband, will become a sidekick to him in the Sejm and the parliament, to obtain the rights for her people" – all of them need an exquisite language ("*Zvit shkil*", 1912, p. 12).

The problems of upbringing and education of the mother and the child remains the subject of K. Malytska's attention. The need to shape the national consciousness of the female mentor of her children is described in the essay "Mother".

The mother cult is glorified in her essay “Songs” (both featured in the 1907 Calendar for Women). Thus, the professional pedagogical principle, as earlier, was closely intertwined with the social activities of K. Malytska for the benefit of the Ukrainian woman. In Lviv Region, this work was primarily concerned with the creation of a women’s circle with the Ruthenian Pedagogical Society, which mainly consisted of the teachers of the RPS schools. The content of the work of this women’s hub is demonstrated by the articles in Lviv press. Thus, on December 6, 1910, in the “Dilo”, the board of directors issued two appeals to the conscious citizens: 1) donate excess winter clothes for poor school students and 2) for the purpose of opening in the premises of the girls’ school of a library for servants and burgesses to donate at least one book and send it directly to the address of the head of the circle K. Malytska.

In 1912 K. Malytska authored a post about the work of the RPS Women’s Circle, stating that it is a branch of the “Main Society in Lviv” and has the task of supplementing the pedagogical activities of the Ruthenian Pedagogical Society in their work for women. For this purpose, a questionnaire on the life and needs of women in rural areas was prepared. In addition, the members of the group organized pre-vacational preparatory courses for girls who wished to continue their studies at the Ukrainian private teacher’s seminary. In May and June 1911, K. Malytska herself taught at these courses free of charge. The author of the post shared with the readers her ideas about creating by organized women a cheap kitchen for the RPS students. The first step towards their implementation was the free milk distribution among the girls on December 18, 1911, which lasted during the winter months (Malytska, 1912, p. 5).

Thus, the work of the women’s hub was philanthropic and educational in nature and extended to the students of all Ukrainian educational institutions of the Ruthenian Pedagogical Society and to the female youth in general. In December 1912 the Hanna Barvinok Circle was founded at the girls’ school, which was entrusted with administrative and educational tasks and who for many years became the favorite public child of K. Malytska (Nahachevska, 2002). At the same time, in 1906 to 1909 K. Malytska made a lot of efforts to unite the disparate women’s societies of Lviv, first of all, the “Ruthenian Women’s Club” and the “Ukrainian Girls’ Circle” into a single organization whose name and structural structure coincided with Bukovyna – the “Women’s Association”. According to I. Pavlykovska, thanks to K. Malytska, an extremely hardworking, strong, committed, but at the same time modest person, the Women’s Association not only conducted the organizational work, but also gained dynamics and continued “the women’s seeking for political rights ...” (Pavlykovska, 1956, p. 29).

On October 12, 1910, the Women’s Community was one of the organizers of a joint rally of Ukrainian, Polish and Jewish women in the pursuit of an “equal secret, direct and universal suffrage for all strata” of Galicia. K. Malytska was among the members of the deputation who presented the women’s petition with these demands to the Marshal of the Regional Sejm. Her speech in Ukrainian, based on the abuse of the Polish administration against the Ukrainian population, became not only a

declaration of Ukrainian women, but also an accusation of the criminal authorities (Burachynska, 1965, p. 13). However, the social and educational activities of K. Malytska in Lviv were not limited to the participation in the Ruthenian Pedagogical Society and women's organizations. She worked closely with the Prosvita, the P. Mohyla Scientific Research Society, and was interested in the work of the preschool association "Ruthenian kindergarten", "Sokoly" and "Sich". All the above demonstrates that already on the eve of the First World War Kostiantyna Malytska became one of the leading figures in the cultural and educational life of Galicia.

During the First World War, Kostiantyna Malytska was repressed by the Russian invaders. She was arrested for "inclination to treason" – the only woman among 54 prominent people in the region. After serving her term from February 18 to May 25 in Lviv prisons, she and 13 other detainees were deported to the far Yenisei province. Lviv – Kyiv – Kursk – Orel – Bakhmat – Omsk – Krasnoyarsk – Yeniseysk – Pinchuga on the Angara – those were the "Stations of the Cross" of the 43-year-old Kostiantyna Malytska. From her memoirs and letters, from the memoirs of her friends, she emerges as a person who, either in dirty, poor, lice-ridden lock-ups or among the Siberian midge and in 50-degree frosts, did not despond but even supported others (Fedak, 1918, p. 203); she got on with the uneducated but innately intelligent and interesting Chaldon people of the Angara, participated in all their family joys and sorrows and felt as good as in our Ukrainian village (Malytska, 1937, p. 2).

The revolutionary events of 1917 made it possible to return the exiled Ukrainians back home, but the way back took three years because of the Siberian slush and endless upheavals of the civil war. Having settled first in Kazachynsk (200 miles from Krasnoyarsk), and since September 16, 1919 in Krasnoyarsk itself, she worked in the local "Ukrainian Society", became actively involved in the founding of the first Ukrainian national school in this city named after I. Kotlyarevsky, and became its first teacher. In June 1920, the educator "finished teaching ... the little Siberian Ukrainians" and, having obtained a pass, went west on July 17. The road home ran through Omsk to Petrograd, since the Bolsheviks did not give her permission to "ride through the Dnieper Ukraine", and from there via Estonia, Germany and Poland to Lviv.

After returning to Lviv in the autumn of 1920, K. Malytska resumed her work with the Ukrainian Pedagogical Society, "Prosvita" and "the Ukrainian Kindergarten"; was actively involved in the revival of the Shevchenko girls' school, where she worked up till her retirement. Under her leadership, the school has become the center of national awareness for hundreds of Ukrainian girls in the region. K. Malytska continued to be an active figure in the women's movement. She not only revived the activity of the Hanna Barvinok women's circle, but also became a member of the largest Ukrainian women's organization – the Union of Ukrainian Women. In addition, in 1937 K. Malytska became a member of the General Council of

the World Union of Ukrainian Women, in 1938 – of the board of the first Ukrainian political women’s organization – “Princess Olga’s Squad”, and in 1941 founded and headed a charity public organization “Women’s Service of Ukraine”.

The range of pedagogical preferences of K. Malytska during the interwar period is demonstrated by the articles in the contemporary press and in some popular scientific collections and almanacs. Their analysis makes it clear that, as in the pre-war era, she was interested in the organization and content of girls’ education and upbringing. In her article, “A Few Reflections on the New School Year”, she once again emphasizes the need to send Ukrainian girls to their high schools and teacher’s seminaries, and encourage them to pursue professional education. Seeking to change the prevailing views among the intellectual women of self-employed workers, typists, shop owners and fashionistas being unfit for their daughters, the teacher emphasized: “We must take care that our women do not go exclusively ... by purely formal, education, but gain proficiency in new terrains of practical knowledge – in order to learn to appreciate labor, not its form” (Malytska, 1922, p. 7).

An important area of K. Malytska’s pedagogical studies during the growing denationalization under the influence of the Polish authorities was the public preschool education of children, in particular the popularization of the ideas on different types of preschool institutions, substantiation of the need of Ukrainian private preschools, training specialists for work in them, the content of education of the small Ukrainians “On kindergartens” (1921), “The society of our youngest” (1926), “On the anniversary of the Ukrainian Kindergarten” (1927), etc. The difficult years of the post-war devastation, the poor economic situation of the population in the region attracted K. Malytska’s attention to the issues of social care of disadvantaged, poor, neglected children and orphans. In support of the idea of creating Ukrainian public associations that would be involved in guardianship, she participated in the work of the Ukrainian Society for the Protection of Children and Custody of Youth.

In the 1930s, Kostiantyna Malytska, who throughout her life avoided the showy championship, gradually was losing her leading position – both in pedagogical and educational activities and in the women’s movement – in favour of the younger generation of Ukrainian women. However, she remains committed to the Ukrainian children and the mainstream public vocation. In 1938–1939 her artistic and pedagogical collections “It is better in a group. Baby Reader” and “Even the animals work together. Collection of stories” were published in Lviv. In 1937, the educator completed her teaching career at the Taras Shevchenko Girl’s High School and retired. In the first years after the Soviet-German war, K. Malytska worked on the compilation of a bibliography of children’s literature at the Library of the Academy of Sciences in Lviv. Here, on March 17, 1947, the life of the most prominent female pedagogical figure of Western Ukraine in the first third of the 20th century was cut short.

Conclusions

As a result of the research it has been established that the determining factors of K. Malyska's development as a public and educational figure, teacher and writer were: the family environment (the social activity of her mother; the writing talent of her father) and socio-cultural conditions (formation of the world views under the conditions of intensification of sociopolitical life in all Ukrainian lands). K. Malyska's activities, conducted in three interconnected fields – pedagogical, public-educational and literary, are scrutinized in three separate stages. It has been stated that within the first (Halych) stage the pedagogical activity of K. Malyska was connected with the initial place of work in the public school in Jezupol, Halych District, and later in the sixth-grade school in Halych. The social and educational activities were aimed at establishing a Prosvita reading hall in Halych; participation in the branch of the first Ukrainian women's society founded in Stanislawow and the activity in the Stanislawow branch of the Ruthenian Pedagogical Society. During this period, her first poetry appeared in the Ukrainian children's magazine "The Bell" in Lviv, and a collection of stories "Little Heroes" was published.

It is emphasized that despite the short duration, the next stage of K. Malyska's activity (Bukovinian) was no less significant than the previous one. She continued her pedagogical activity in the public school in Luzhany near Chernivtsi, where she also launched social extracurricular activities, became one of the organizers and leaders of the Chernivtsi "Women's Association" and its first chronicler. It has been proved that the longest and most prolific period of Kostiantyna Malyska's life was the third (Lviv) period, which was interrupted by a six-year exile to the Yenisei province. During this time, she carried out her pedagogical activity at the first Shevchenko Ukrainian girls' school and the B. Grinchenko mixed Ukrainian private public school.

The social and educational activities of this period consisted of working on the unification of women's societies into a single public organization under the same name as in Chernivtsi – "Women's Association"; in the founding of the Hanna Barvinok Women's Circle of the Ruthenian Pedagogical Society; in close cooperation with the first Ukrainian preschool society "Ukrainian Kindergarten", with "Prosvita", with the P. Mohyla Scientific Research Society. During her exile K. Malyska worked with the local "Ukrainian community", became actively involved in the founding of the first Ukrainian national school in this city named after I. Kotlyarevsky, and became her first teacher. After the exile, she continued her public education activities at the Union of Ukrainian Women; in the Ukrainian political women's organization – "Princess Olga's Squad" and the charity public organization "Women's Service of Ukraine". The result of the literary activity of this period is the publication of such artistic and pedagogical collections as "It is better in a group. Baby Reader" and "Even the animals work together. Collection of stories" and numerous popular science articles featured in periodicals.

An analysis of the creative legacy of Kostiantyna Malyska shows that in numerous stories on educational topics, scientific research and popular science

articles, she not only showed the real state of Ukrainian schooling in the Austro-Hungarian and Polish states, but also theoretically substantiated the conceptual foundations of the national school, its purpose, tasks, the content of education and upbringing of children, requirements to the teacher.

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