Cultural and historical heritage of Ukraine mid XIX century: research perspectives and preservation traditions

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Abstract.
The article highlights the relevance of the study of the objects of cultural heritage of Ukraine of the post-Hetman period and the descendants of the Ukrainian early modern elite of the late 18th – mid 19th centuries. Special attention needs to be paid to the general-cultural approach in highlighting the research work of the National Historical and Cultural Reserve «Kachanivka» as a center of national culture of the Hetmanship era, as well as the activities of the outstanding figure and patron V.V. Tarnovsky.

Keywords: national elite of Ukraine, cultural and historical heritage, Kachanivka, Tarnovsky family, Koch lore.
In the system of modern cultural studies, the phenomenon of Kachanivka occupies one of the priority places. As an object of scientific research, Kachanivka is characterized by various categorical concepts: «cultural and artistic center», «cultural center of Ukraine», «Kachanivka estate», «Kachanivka estate», «Kachanivka phenomenon», «Kachanivka architectural ensemble», «model estate-park art», «Tarnivshchyna», as well as the «Kachaniv period» are considered a turning point in the history of Ukrainian art and culture, which manifested itself in brilliant works of painting, literature, music, architecture, created on Ukrainian national soil [1, p. 78–84; 4, p. 188–189; 6, p. 533]. During the long historical period from the middle of the 19th to the beginning of the 21st century, Kachanivka became the subject and object of research by specialists in various fields of humanitarian science and other fields of scientific knowledge: archeology, archeography, architecture, geodesy, hydrology, ethnography and ethnology, iconography, history, historiography, theory and history of culture, cultural studies, art history, musicology, museology, philology, philosophy, folkloristics and many others. Taking into account the above, there is an urgent need for a holistic and comprehensive approach to the study of the cultural-historical phenomenon of Kachanivka and the initiation of a new scientific direction and educational discipline – Kachanivka studies, which involves the development and implementation of relevant theoretical and methodological principles and a categorical and conceptual toolkit.

In modern scientific knowledge (primarily, cultural processes), depending on the nature of the objects of knowledge, methods and means of their study, the specifics of the problems to be solved, three main types of scientific research are distinguished: fundamental, theoretical and applied. 1) Fundamental theoretical research aimed at the search for fundamentally new ideas, ways and methods of cognition (explanation). Their solution requires in-depth analysis and development of systems of scientific knowledge – theories, laws, hypotheses, as well as a critical study of cognitive capabilities, methods and means of scientific knowledge used by the researcher. An example of such research
can be the discovery of the periodic law by D.I. Mendeleev, the creation of the special and general theory of relativity by A. Einstein, the study of the laws of social and cultural development of peoples, ethnic groups, nations, etc. 2) Targeted theoretical research. As a rule, such studies are based on already formulated theoretical problems, so the scientist has to critically study previously proposed solutions, empirically verify the laws, theories, and hypotheses recognized by science. An important goal of this type of scientific research (study) is the distinction between verified and hypothetical knowledge. 3) Applied scientific research. They are aimed at the practical use of formulated laws and theories, the search for methods of practical application of new and already known sources of energy, ways of creating new means of work, material and spiritual means of knowledge, etc. Quite often, applied research leads to new scientific discoveries [11, p. 318-319; 12, p. 67-79]. In addition, two levels are distinguished in scientific knowledge (in particular, issues of national culture): empirical and theoretical. They differ in: depth, completeness, comprehensiveness of object comprehension; as well as goals, methods of achievement and ways of expressing knowledge. At the empirical level, the object is observed, facts (events of cultural and artistic life) are recorded, experiments (sociological research, questionnaires, etc.) are conducted, empirical relationships and regular connections between individual phenomena are established. At the theoretical level, systems of knowledge and theories are created, in which common connections are revealed, laws are formulated in their systemic unity and integrity [2, p. 45-49; 3, p. 27-34]. Empirical and theoretical levels of scientific knowledge also differ in the aspect from which they examine the object and how they obtain the main content of knowledge. At the empirical level of scientific knowledge, the object is reflected from the side of its external connections and manifestations, which are available, mainly, to live contemplation. The practical application of the knowledge obtained at the empirical level is limited, and with regard to the development of scientific knowledge in general, it is the initial, starting point for the
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construction of theoretical knowledge. At the empirical level, the main content of knowledge is obtained, as a rule, from direct experience, therefore, sometimes it is impossible to determine the degree of generality and implementation of the acquired knowledge [7, p. 25-27; 13, p. 156-159; 18, p. 143-145].

At this level of scientific knowledge, only phenomena are comprehended, not the essence. At the theoretical level of scientific knowledge, the object is reflected from the side of its internal connections and regularities, which are understood by processing the data of empirical knowledge, and the subject, with the help of thinking, goes beyond what is given in direct experience and makes a transition to a new knowledge. So, the empirical and theoretical levels of scientific knowledge differ: First, the epistemological focus of research (study). At the empirical level, cognition focuses on the study of phenomena and superficial («visible») connections between them, without delving into essential connections and relationships. At the theoretical level, the main epistemological task is to reveal the essential causes and connections between them. Secondly, cognitive functions. The main cognitive function of the empirical level is the descriptive characterization of phenomena, the theoretical one – their explanation. Thirdly, by the nature and type of scientific results obtained. The results of the empirical level are scientific facts, regular relationships between individual phenomena. At the theoretical level, knowledge is fixed in the form of essential laws, theories, theoretical systems [5, p. 3-6; 9, p. 56-59; 10, p. 123-128]. Fourthly, by the methods of obtaining knowledge. The main methods of the empirical level are observation, description, measurement, experiment, inductive generalization; of the same theoretical level – axiomatic, hypothetical-deductive methods, idealization, the unity of the logical and historical, the descent from the abstract to the concrete. Fifth, the ratio of sensory (it dominates at the empirical level) and rational (theoretical) components in cognition. Considering the above, let’s consider the role of Ukrainian studies as a methodological basis for the study (research) of Kachan history in the context of Ukrainian national culture.
An extremely important aspect in the content of Ukrainian culture of this era is Ukrainian studies [5, p. 3-8; 19, p. 167-169; 24, p. 42-43]. This aspect is manifested through the character, peculiarities of Ukrainian national culture and methodological principles, approaches to its study (or research) on the basis of Ukrainian studies.

Ukrainian studies specifics of the study (research) of the object, subject, and content of Ukrainian culture of the 18th – 19th centuries determines the choice of appropriate principles, methodological approaches and methods. Thus, the general scientific principles of consideration of Ukrainian culture problems should become the well-known general principles: historicism, source motivation, objectivity, comprehensive consideration, continuity and research completeness [8; 14, p. 20-24; 16, p. 17-19; 20, p. 22-25]. They ensure the scientifi city and completeness of the study (research) of the problem under consideration. Specific methods that complement general methods-approaches and create a system of Ukrainian studies methodology should be the following: archaeological, historical and logical, linguistic, sociological, cultural, reconstruction method, analysis and synthesis method, abstraction method, generalization method, induction and deduction methods, method modeling, idealization method, comparative method, methods of studying archival sources and historical-documentary literature [15, 30-34; 17, p. 22-30; 25, p. 44].

The Ukrainian studies aspect of these methods is provided by taking into account the features and content of Ukrainian history, national culture, the specifics of culture in Ukraine, as well as the spirituality and mentality of the Ukrainian people.

In its totality, the use of the above methods provides the Ukrainian studies aspect of methodological principles, specific methods in the study (research) of Ukrainian culture of the late 18th – early 19th centuries, and awareness of its place in the system of Ukrainian studies. At the same time, a comparative analysis of the methods proposed for use shows their ambiguity in terms of the level and method of studying (researching) cultural processes in Ukraine of the above-mentioned period. Thus, sociological and cultural methods...
provide an opportunity to take into account the socio-cultural aspect of this historical period. Thanks to this, a specific consideration of culture-creating processes in Ukrainian society on the basis of Ukrainian studies is ensured.

It is necessary to emphasize that the topical questions of the history and theory of the study of Kachanivka during the XIX-XX centuries was studied by a whole galaxy of scientists and specialists of various fields. On the basis of the National Historical and Cultural Reserve «Kachanivka» headed by its general director, Honored Worker of Culture of Ukraine Volodymyr Burenko, basic scientific studies of the main objects of the national cultural heritage of Kachanivka were carried out. A professional environment of scientists and specialists has also been formed, who investigate the actual problems of Kachanivka and its owners, descendants. First of all, Kachaniv readings became famous in Ukraine and far beyond its borders. Scientific conferences have already become traditional for the Kachaniv readings: «Patronage and its role in the socio-economic and cultural life of Ukraine: to the 200th anniversary of the birth of V.V. Tarnovsky the Elder» (July 29–30, 2010, Kachanivka) and «Formation of the cultural and domestic environment of palace and park complexes of the second half of the 18th – early 20th centuries», dedicated to the 175th anniversary of the birth of V.V. Tarnovsky Jr. (August 1–2, 2012, Kachanivka). First of all, these events witnessed the creation of a professional scientific research center of Kachaniv historians, including: V. Burenko, V. Vecherskyi, N. Drobyazko, M. Budzar, S. Galkin, L. Gandovska, L. Gorenko, O. Derevyanko, H. Zhuravlyova, V. Karasenko, A. Kipler, O. Konovalova, T. Kurinna, L. Linyuk, L. Lykhvar, T. Misechko, S. Mishchuk, M. Nabok, O. Nikolayenko, N. Novoselets, V. Oboznaya (Kharitonenko), T. Oksin, G. Petrenko, L. Pylypv, M. Polovets, S. Polovnikova, O. Remeshil-Rybchynska, V. Rubis, V. Savchenko, N. Tovstolyak, Yu. Tsapko, I. Shevchenko, T. Shevchenko, M. Shkurko, Yu. Khorunzhy and many others [1–5; 8–12; 14–19; 21–26]. The further task of modern scientists of various directions is archival and source research, theoretical and methodological analysis and addition of the historical and cultural heritage of this period, as well as
the creation of national encyclopedic and reference publications, author monographs and educational and methodological literature with the aim of introducing them into the system of higher educational institutions of Ukraine and abroad, the achievements and cultural heritage of the national elite of Ukraine as descendants of the Ukrainian early modern elite of the late 18th – mid 19th centuries.

References:


