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## HISTORICAL WEAPONS SCIENCE IN THE SYSTEM OF TRAINING HISTORY TEACHERS IN UKRAINE

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The article states that historical weapons science as an interdisciplinary field of historical science is an important component of reconstructing the past, as it makes it possible to reproduce not only military technologies, but also economic connections, social structure, and artistic-aesthetic concepts according to the societal development certain realities. Promising opportunities for involving the entire complex of historical weapons science in the modern educational space and integrating the history of weapons into the curricula for training future history teachers in Ukraine are considered in the defined context. **The aim of the study** is the analysis of professional historiography which allows future teachers to develop skills in the critical analysis of the history of armament problems and contributes to mastering the basic tools for researching the main stages of formation, development, and the current state of the scientific field. **Methodology:** general and specialized methods were used: comparative-historiographical, source studies, biographical and periodization methods. The integrative nature of the defined complex allows demonstrating to future specialists the significance of the role and place of weapons in military-political events and its indirect influence on societal and global realities. **Results:** it has been proven that the study of the history of armament is an integral part of understanding the worldview perception of war; the comprehension of the process of forming military traditions, historical memory, national identity, and the patriotic education of youth in general. The stages of the Ukrainian school of weapons science formation have been personified – from the first archaeological descriptions to the establishment of systematic scientific approaches and integration into the global scientific space. The trends of the current stage of development have been outlined – interdisciplinarity, combining historical-typological analysis with materials science methods, the introduction of digital technologies and the activation of international scientific cooperation. It has been emphasized that creating an integrally embedded platform of weapons science in the educational process is the key to developing students' ability for creative scientific research thinking. **Conclusions:** at the beginning of the 21st century the professional historiography of Ukrainian weapons science allows teachers of higher education institutions to rely on the scientific achievements of domestic researchers. It has been proven that historical weapons science have a promising opportunity for further integration into the educational process as a separate block of academic disciplines. They are intended to help create an integrated system of civilizational development based on a worldview understanding of the military component and to contribute to the development of key professional skills of future specialists who will be able to effectively influence the formation of historical consciousness among the youth of Ukraine.

**Keywords:** weapons science, transformation of historical education, weapons, military-historical research, Rus, Middle Ages, military affairs.

## ІСТОРИЧНЕ ЗБРОЄЗНАВСТВО В СИСТЕМІ ПІДГОТОВКИ ВЧИТЕЛІВ ІСТОРІЇ В УКРАЇНІ

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У статті зазначено, що історичне зброєзнавство як міждисциплінарна галузь історичної науки є важливою складовою реконструкції минулого, оскільки дає змогу відтворити не тільки військові технології, а й економічні зв'язки, соціальну структуру та художньо-естетичні уявлення за певними реаліями суспільного розвитку. У визначеному контексті розглянуто перспективні можливості залучення всього комплексу історичного зброєзнавства у сучасний освітянський простір та інтеграцію історії зброї в навчальні програми підготовки майбутніх вчителів історії в Україні. **Метою дослідження є** – аналіз фахової історіографії, яка дозволяє формувати у майбутніх вчителів навички критичного аналізу проблем історії озброєння, сприяє



оволодінню базовим інструментарієм дослідження основних етапів становлення, розвитку та сучасного стану наукової галузі. **Методологія:** використано загальні й спеціальні методи: порівняльно-історіографічний, джерелознавчий, біографічний, метод періодизації. Поєднувальний характер визначеного комплексу дозволяє довести майбутнім спеціалістам вагомість ролі і місця зброї у воєнно-політичних подіях та її опосередкований вплив на суспільні світові реалії. **Результати:** доведено, що вивчення історії озброєння є складовою частиною розуміння світоглядного сприйняття війни; осмислення процесу формування військових традицій, історичної пам'яті, національної ідентичності та патріотичного виховання молоді загалом. Персоніфіковано етапи формування української школи зброєзнавства – від перших археологічних описів до становлення системних наукових підходів і інтеграції у світовий науковий простір. Окреслено тенденції сучасного етапу розвитку – міждисциплінарність, поєднання історико-типологічного аналізу з методами матеріалознавства, упровадження цифрових технологій та активізацію міжнародної наукової співпраці. Наголошено, що створення у навчальному процесі інтеграційно-вмонтованого майданчика історії зброєзнавства є запорукою до формування у студентської молоді здатності до творчого науково-дослідного мислення. **Висновки:** на початку XXI ст. фахова історіографія українського зброєзнавства дозволяє викладачам закладів вищої освіти спиратися на наукові здобутки саме вітчизняних дослідників. Доведено, що історичне зброєзнавство має перспективну можливість до подальшого інтегрування в освітній процес окремим блоком навчальних дисциплін. Вони мають допомогти у створенні цілісної системи цивілізаційного розвитку на засадах світоглядного розуміння міліарної компоненти та сприяти розвитку ключових професійних навичок майбутніх спеціалістів, які зможуть ефективно впливати на формування історичної свідомості молоді України.

**Ключові слова:** зброєзнавство, трансформація історичної освіти, зброя, військово-історичні дослідження, Русь, середньовіччя, військова справа.

## 1. Introduction

Historical weapons science, as an interdisciplinary branch of historical science, is an important component of reconstructing the past, as it allows us to recreate not only military technologies but also economic relations, social structure, and artistic-aesthetic ideas at certain stages of societal development. In accordance with the modern conditions of the Ukrainian educational space modernization and in response to practical needs and the tasks of developing scientific and pedagogical thought, it is one of the leading components both in the process of training highly qualified specialists and in raising the overall political culture of the youth environment. **The relevance** of the chosen topic is determined by the urgent need of rethinking in the process of training highly qualified history teachers, the scientific and informational source field, which involves the ‘immersion’ of future specialists into problem-search directions of interdisciplinary branches of historical science. This is precisely what historical weapons science is, combining the history of military affairs, archeology, the history of material culture and art history. Historical weapons science has significant importance in the process of reconstructing the past, particularly the social structure, economy, military technologies, and cultural connections of society. **The purpose** of the study is the analysis of specialized historiography, which allows future teachers to develop skills in critical analysis of the problems of the history of armament and contributes to mastering the basic tool for studying the main stages of formation, development, and the current state of the field. **Methodology** – general and specialized methods have been used: comparative-historiographical, source study, biographical, and periodization method. The conjunctive nature of the defined set allows demonstrating to future specialists the significance of the role and place of weapons in military-political events and its indirect influence on societal global realities.

## 2. Formation of historiographical accents in scientific studies of the history of weaponry

The use of scientific research on the history of armament in the educational process needs by educators in higher education institutions needs to be specified according to the chronology of the formation of historiographical developments which gain a certain crystallization in the second half of the 20th century. In the works of I. Svieshnikov (Svieshnikov, 1992), P. Tolochko (Tolochko, 1970), A. Курпычнюков (Курпычнюков, 1966), historical weapons science acquires new accents (Svieshnikov, 1992: 253-262).

Ukraine's independence becomes a starting platform for new interdisciplinary scientific research. At the beginning of the 21st century, publications by D. Toichkin (Toichkin, 2000), O. Іакимович (Іакимович, 1996), F. Androshchuk (Androshchuk, 2003) and other Ukrainian researchers of weapons appear, allowing educators in higher education institutions to use their findings for reconstructing social and scientific-technical history. The concretization of future teachers' ideas about the history and significance of weapons is facilitated by comprehensive work of leading centers of domestic scientific thought. Ukraine is recognized as one of the centers of European historical weapons science and the following realities provide convincing evidence of this: based on the Institute of History of Ukraine of the National Academy of Sciences of Ukraine, in partnership with a number of leading military-historical institutions, International Weapons Science Conferences are held (every two years) with participants including both native and foreign scholars (Toichkin, 2017).

Scientific developments of an interdisciplinary nature have been acquired in the collections of the Institute of Archaeology of the NAS of Ukraine (“Archaeological Studies”, 2004-2020) (Archaeology and Ancient History of Ukraine, 2019). The scientific-practical conference “Armory: the history of armament and military equipment” (organized by the

Hetman Petro Sahaidachnyi National Ground Forces Academy, Lviv) (Armory, 2020) contributes to the activation of future teachers' work in the direction of studying the history of Ukrainian military weapons. The available achievements indicate promising opportunities for involving the scientific developments of specialists in historical weapons science in the educational programs for training history teachers at higher education institutions.

At the same time, the accumulation of a significant volume of material artifacts, historical sources and scientific achievements in the field of weapons science requires further systematic generalization based on the methodological foundations of national pedagogy with an emphasis on specialized Ukrainian historiography.

### **3. The place of military history in the process of forming theoretical and practical knowledge of young specialists**

In the contemporary realities of Ukraine, the study of historical weapons by future teachers is becoming particularly relevant as the history of weapons is an integral part of military traditions, statehood history and national identity. It forms structured historical knowledge, facilitates the 'immersion' of higher education students into the practical context of 'military history,' which emerges as an important motivator of humanity's historical progress.

In the professional development of future teachers, there is an increase in the demand for a comprehensive study of the history of weapons which allows to personalize the work of Ukrainian scholars. An essential educational and methodological component of this process is familiarization with native and foreign historiography on the issues of the weapons and military equipment history.

The critical analysis by literature lecturers and the informational content of thematic internet resources contributes to the development of key professional skills in students and fosters a desire to engage in scientific work, which should become an additional indicator of interest in the history of weapons science. In the process of historiographical analysis the lecturer should pay attention to the fact that, despite the growing scientific interest in the history of weapons, the problem of systemic analysis of methodological foundations and modern directions of development in Ukrainian historical weapons science remains relevant (Iakymovych, 1992: 17–20).

Special attention should be paid to the personalization of Ukrainian scholars who, at certain stages of historical progress, sought a comprehensive study of armaments. The concretization of historical notions for higher education students should be facilitated by drawing attention to the achievements of scholars and amateurs in the 19th century. In the Ukrainian lands at this time, the first attempts at the systematic study of armaments took place.

Archaeologists and ethnographers began to record material monuments of a military nature – sabers, swords, axes, spearheads, helmets, elements of protective gear (Antonovych, 1895). Researchers of medieval Rus played an important role in the process of systematizing scientific knowledge, in particular D. Samokvasov (Samokvasov, 1884) and V. Antonovych, who laid the source base for the further development of military-historical studies (Antonovych, 1895; Svieshnikov, 1992).

The improvement of the level of professional training of higher education students is facilitated by the specialized historiography of Ukrainian and leading foreign researchers of the early 20th century. During this period, the level of professionalism of specialists, who focused not only indirectly but also purposefully on a specific subject, significantly increased. The study of historical weapons science was closely linked to the formation of the Ukrainian historical school in Lviv and Kyiv. A landmark event was the creation of a number of research studios that operated within scientific societies and museums in the 1920s–1930s in Galicia (Iakymovych, 1992: 10–16).

### **4. Personification of historical weapons science and its worldview-ideological interpretations in Ukraine**

Immersing higher education students in the history of the Cossacks involves a creative scientific-research understanding of the informational content of thematic works by the outstanding Ukrainian historian, archaeologist, ethnographer, and folklorist Dmytro Iavornytskyi (Iavornytskyi, 1990). His works had a significant influence on the further development of Ukrainian historical weapons science and initiated a stable conception of the ancient Ukrainian warrior (Smolii, 1999: 18–22).

Purposeful use of professional literature in the process of working through lecture materials and preparing seminar sessions allows higher education students to conclude that Ukrainian historical weapons science throughout the 20th century developed at the intersection of military history, archaeology, and the history of material culture.

An additional motivational factor for modern students in studying weapons science could be the personification of the scientific and practical creativity of notable figures in Ukrainian historical thought. Among the pioneers of historical weapons science, a leading place belongs to Ivan Krypiakevych who initiated the systematic study of the armaments of Ukrainian lands in the context of European military tradition (Krypiakevych, 1936). His works became the foundation for the development of the weapons science school in Lviv and subsequent research in Kyiv and Kharkiv. Incorporating detailed biographical information is intended to help to form a personality that is aware of

belonging to the Ukrainian people and proud of its achievements.

Ivan Krypiakievych was an academician of the Academy of Sciences of the Ukrainian SSR, a professor at Lviv State University named after I. Franko, known for his works on the history of the Cossacks and the liberation struggles of the 17th century. He was one of the first Ukrainian historians to comprehensively examine the development of armament in the context of national history from Rus to the 17th century. His fundamental work “History of the Ukrainian Army” of 1936 systematized military knowledge, the organization of the army and military symbolism, and described the armament of ancient Ukrainian warriors (Zabolotna, 2007). Ivan Krypiakievych was the first to attempt to correlate archaeological finds with written and iconographic sources which became a methodological breakthrough for Ukrainian weapons studies (Krypiakievych, 1992: 41–59). A feature of his approach was the attempt to differentiate the national specificity of armament, namely by emphasizing the formation of its own traditions in military culture in certain periods – Rus’, the Galicia-Volhynia Principality and the Cossack era (Krypiakievych, 1984: 102–110). The works of Ivan Krypiakievych combined the historical-descriptive method with elements of typological analysis which made it possible to create the first comprehensive periodization of the development of weapons in the territory of Ukraine (Krypiakievych, 1984: 95; Krypiakievych, 1936: 60–63).

A comprehensive analysis of I. Krypiakievych’s scientific heritage contributes to students’ understanding of the relevance of such works for modern historical weapons science. The typologies he formulated (despite the lack of a formalized apparatus and the limitations of the source base of his time) laid the conceptual foundations for further research on Ukrainian weaponry. Today, the provisions of the typology are refined and supplemented but the overall concept of the evolution of weaponry in the Ukrainian scientific space remains unchanged.

The works of V. Antonovych, D. Iavornytskyi and I. Krypiakievych laid the methodological foundations that became basic for subsequent generations of researchers – I. Sviashnikov (Sviashnikov, 1992), P. Tolochko (Tolochko, 1970), O. Kyrpychnykov (Kyrpychnykov, 1966) and others (Iakymovych, 1992: 4–5). It was precisely on the basis of their works that, in the second half of the 20th century, systematic archaeological study of medieval Rus’ weapons began. The researchers’ studies influenced the creation of museum catalogs and exhibitions which led to the popularization of the history of weapons in general (Sviashnikov, 1992: 253–262).

In the process of analyzing the history of the formation and development of Ukrainian historical weapons science, the teacher has the opportunity to focus on worldview-ideological interpretations of the essence of

its stages (Toichkin, 2009). Delving into the history of armaments involves forming in young people a critical approach to the available sources and their characteristics taking into account the socio-political features of certain periods. After the Second World War research in the field of ‘military’ history in Ukrainian lands was systematized within the framework of the Soviet historical paradigm which was limited by ideological clichés of ‘moscow-centrism’ (Horbyk, 2004). However, an objective understanding of the development of weapons science implies providing students with information about the formation of museum collections during this period, the exhibitions of military artifacts in Kyiv, Lviv, Kharkiv, in particular at the National Museum of the History of Ukraine and the Lviv Historical Museum (Popelnytska, 2020).

### **5. Scientific and Methodological Complex of Historical Weapons Science as a Transformational Component of Education in Ukraine**

At the end of the 20th and the beginning of the 21st centuries in the process of training history teachers, the involvement by teachers of the entire set of weapons science materials as an interdisciplinary field becomes particularly significant. In accordance with the tasks of state-building, the development of historical weapons science in Ukraine is filled with landmark issues of both a new context and an educational nature.

Teaching compulsory and elective historical disciplines allows to use broadly the works of Dmytro Iavornytskyi and Mykola Arkas, which were previously banned. The research activity of students is stimulated by studies of contemporary Ukrainian scholars. Works devoted to the archaeological and typological aspects of the weapons of Rus’, the Galicia-Volhynia Principality and the Cossack era are emerging (Horbyk, 2004; Zabolotna, 2007; Iakymovych, 1992: 3-10).

The methodical support of the educational process begins to be accompanied by a visual series, including illustrations from historical treatises, works of art depicting military themes, exhibition photographs from museums, documentary photos and video materials (Toichkin, 2009).

It should be noted that innovative forms of work became possible thanks to the painstaking work of national scientists. Modern historical weapons science in Ukraine covers a wide range of directions – from reconstructing weapons manufacturing technologies to analyzing the symbolic and cultural aspects of their use. Projects on digital reconstruction, 3D modeling of historical samples and collaboration with restorers and reenactors are actively developing (Kotsiubivska, 2020; Toichkin, 2021). Research centers for the history of weapons include institutes of the National Academy of Sciences, university research schools and museums (both national and regional). Equally important are collective publications and conference

proceedings which consolidate local research and provide opportunities for comparative analysis (Iakymovych, 1992, pp. 14–18).

The transformation of historical education involves the inclusion of informational materials regarding innovative changes in the study of weaponry. For example, modern research on medieval weapons increasingly relies on a combination of traditional typology with materials science methods: metallography, chemical analysis (EDS, ICP-MS), microstructural study and radiocarbon dating. Accordingly, university educators have the opportunity to demonstrate with modern tools (analysis of the pattern-welded technology) the high level of metallurgical craftsmanship in the early Middle Ages (Anstee, 1961; Birch, 2013). The current realities are of significant importance for understanding the geographical and chronological context of weapon production.

The use of the entire scientific and methodological complex of the history of weaponry will allow future teachers to logically and argumentatively defend their own vision of the history of armament development and analyze problematic issues of civilizational progress.

## 6. Conclusions

At the beginning of the 21st century the accumulated body of professional historiography of

weapons science allows lecturers at higher education institutions, in the process of training future history teachers, to rely on the scientific achievements of Ukrainian scholars. In modern studies of the history of weapons science, there is a combination of traditional historical-archaeological approaches with modern materials science, digital and reconstruction technologies, which creates the prerequisites for the establishment of a new scientific paradigm that will allow Ukrainian arms studies to take a worthy place in global humanities research.

In general, historical weapons science, given the existing Ukrainian tradition, has a promising opportunity for further integration into the educational process of higher pedagogical education as a separate block of academic disciplines. They are intended to help to create a comprehensive system for training future history teachers and to encourage young people toward creative, innovative, responsible and ethically balanced professional activity.

Thus, in the modern Ukrainian scientific and educational space, the initiation and further expansion of the integrative platform of the history of weapons science in higher education institutions should be considered as a promising direction with an unquestionable emphasis in the process of training history teachers under the conditions of real challenges and social transformations.

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