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ARCHAEOLOGICAL FIELD SCHOOL: IMPLEMENTATION ANALYSIS IN INSTITUTIONS OF HIGHER EDUCATION

The article is devoted to the analysis of the experience of organising and holding archaeological summer schools, their role in the formation of special competencies of future historians, archaeologists, teachers, employees of scientific institutions, museums and cultural heritage protection authorities. The training of future specialists in the field of history, and especially of future archaeologists, requires the mastery of specific professional skills, including practical skills in working with archaeological sources and independently organising and carrying out excavations. Some of these skills are acquired through internships during university studies. Recently, another form of organising the educational and scientific process has gained popularity – the summer archaeological field school. Scientific archaeological expeditions are often the basis for the organisation of summer schools. The school makes it possible to combine practical work at archaeological sites, lectures on archaeology and history, as well as excursions and educational activities.

In 2015–2021 summer schools were organized on the basis of archaeological expeditions of the Institute of Archaeology of the National Academy of Sciences of Ukraine, involving students from the universities of Kyiv, Kharkiv, Dnipro, Kropyvnytskyi, Kryvyi Rih, Sumy and Kamianets-Podilskyi. Oleksandr Mohylov, a Senior Researcher at the Institute of Archeology of the National Academy of Sciences of Ukraine, became the head of the project. The research was carried out on the territory of well-known archaeological sites: Bilsk and Motronyn hillforts of the Scythian period, individual settlements and mounds, and the site from the second half of the 17th century on the castle hill in Chyhyryn. Thus, the students worked on different types of archaeological sites.

Key words: *archaeology, archaeological expedition, field archaeological school, Bilsk hillfort, Motronyn hillfort, Scythian period.*

In the modern period of the development of Ukrainian education, it is important to form competencies that allow the individual to realise themselves in society in general and in professional activity in particular. Among the special competences of future historians, the key role is given to the ability to find sources and work with them; carry out and organise archaeological activities; use professional knowledge and skills to identify, protect and promote the historical and cultural heritage; select and preserve artefacts and documents in accordance with the standards; conduct an expert analysis in the subject area; develop and implement scientific projects, including archaeological ones (Standart...2020; Standart...2021). It is impossible to train a specialist who possesses the listed skills without involving him in practical activities during the educational process.

Studying the role of archaeological summer schools in the context of training future specialists is a relatively new direction. Some aspects of this problem were studied by D. Hrechko and I. Korost (Hrechko, Korost 2015; Hrechko, Korost 2020), O. D. Mohylov and S. A. Skory, K. I. Panchenko, A. V. Tarasov, S. V. Rudenko, Yu. Yu. Lyashko (Mohylov 2016; Mohylov 2016 a; Mohylov et al 2019 a; Mohylov et al 2022), O. V. Doroshenko (Doroshenko 2023). It should be noted that all these studies were done by scientists – professional archaeologists with experience in working with students in higher education institutions of Ukraine.

In Europe, field school practices include integrated scientific courses, participation in excavations with accommodation on campus. Students are taught in such schools to use of map and GPS, identifying artifacts, identifying features and sites, documenting archaeological sites, to write archaeological report, carry out conservation of artifacts et all (Boulanger 2002; Futa 2013; Ireland's Oldest...).

Knowledge about ancient objects and artefacts is gained during excavations, which require the mastery of variable and multifaceted methods and techniques. Students traditionally acquire such skills during internships in archaeological expeditions of higher education, scientific, museum, monument protection institutions and organisations. Recently, another form of acquiring such skills, called archaeology field school, has become popular (Hrechko, Korost 2015; Mohylov 2016; Mohylov 2016 a). It is mainly based on an archaeological expedition as well, but the difference is that it provides an even more fundamental theoretical part and in-depth knowledge of fieldwork methods.

The authors of this article also joined the organisation of such an archaeological school. The field school operated during 2015–2021. It was based on archaeological expeditions: Bilsk in 2015 and Scythian Right Bank in 2017–2021. They were organised by the Institute of Archaeology of the National Academy of Science of Ukraine in cooperation with National Historical and Cultural Reserve “Chyhyryn” and Historical and Cultural Reserve “Bilsk”. There are a total of 16 institutions from many cities which were involved in the expedition and represented four countries: Ukraine, Poland, Moldova and Japan. The significant role was played by representatives of higher education institutions. In particular, the part in the school events was taken by students and postgraduates of a number of universities: Volodymyr Vynnychenko Central Ukrainian State University, Kryvyi Rih State Pedagogical University, Kyiv National University of Culture and Arts, Taras Shevchenko National University of Kyiv, Cherkasy National University, V. N. Karazin Kharkiv National University, Oles Honchar Dnipro National University, Kamyanets-Podilsky Ivan Ohienko National University, Sumy State A. S. Makarenko Pedagogical University and also Jagiellonian University (Krakow, Poland). Museum institutions were strongly involved in the work of the school, giving the opportunity to practice with materials and objects of reserves. In addition to the co-organising reserves, it is worth mentioning the Tokyo National Museum (Japan), Kamyan State Reserve and Ninel Bokii Archaeological Museum of the Central Ukrainian State University. The important role was played by colleagues from scientific institutions of neighbouring states, in particular the Institute of Cultural Heritage of the Academy of Sciences of Moldova.

The field work of the archaeological school was designed to provide students with practical mastery of the methods of excavation of various types of archaeological sites. In this regard, both settlement and burial antiquities were studied. Due to the purpose of the expedition, most of them belonged to

the Early Iron Age. However, there were also objects from other cultural and chronological periods.

Settlement antiquities were studied at two remarkable hillforts of the Scythian period: Bilsk in the basin of the Vorskla River in Poltava Oblast and Motronyn on the Right Bank in Cherkasy Oblast. Bilsk hillfort and burial ground is one of the largest archaeological complexes of the Early Iron Age in Europe (Shramko 1987). During the works, a settlement in the “Pershe Pole” tract with materials of the VI–V centuries BC was discovered and explored (Mohylov, Skoryi, Korost 2016; Mohylov, Skoryi, Panchenko 2016; Mohylov 2016 b). At the same time, the villages within the Great Fortification of this complex were explored (Mohylov, Panchenko 2016; Mohylov, Panchenko 2016 a). Eventually they were included in the “Collection” of settlement antiquities of this grand hillfort (Scoryi, Bessonova 1995).



Fig. 1. Participants of the archeology school at the Motronyn hillfort in 2019

The defensive system of the Motronyn hillfort stands out for its scale. This archaeological site has drawn the attention of researchers for a long time (Khvoyko 1905; Scoryi, Bessonova 1995; Bessonova, Scoryi 2001). The expeditions here were focused on the study of residential and household facilities, the defence system. The settlement structure in the vicinity of the hillfort was also explored. New settlements of the Final Bronze – Early Iron Ages were discovered near Melnyky, Fliarkivka, Hrushkivka villages (Balashov, Mohylov 2018; Mohylov, Rudenko, Panchenko, Liashko 2019). Significant works were carried out on the burial complexes of the mentioned sites. It is important to mention that all their types, typical for the Eastern European Forest-Steppe at that time, were studied, including: barrows, ground burials, burials in residential and household facilities, and finds of individual bones. The latter, according to some assumptions, may be traces of funeral rites of display (Grechko 2012). For example, one of the barrows of the Pereshchepyn burial ground was studied at the Bilsk necropolis (Mohylov, Skoryi, Korost 2016; Mohylov, Skoryi, Panchenko 2016). Individual human bones were discovered in “Pershe Pole” village (Mohylov, Skoryi, Panchenko 2016, p. 86; Mohylov et al 2016, p. 140; Kozak 2016).

A number of barrows outside of the ramparts of the citadel of the Motronyn hillfort were studied (Mohylov et al 2019). The exploration of the distant group of barrows to the southwest of the fortification was also important. Burial and memorial complexes of the pre-Scythian period were discovered here, some of which contained burials of the Scythian period (Mohylov, Panchenko,

Rudenko 2021). New interesting materials were found during excavations of a group of barrows near Mykhailivka village. Burials had been made in a pit or pillar tomb, and the latter also contained a horse burial. Excellent bridles of the Middle Scythian period stood out from the finds (Mohylov 2021). In addition, there were found a ground burial directly on the territory of the Motronyn hillfort in the foot of the rampart and burial of the skull in one of the household pits.

School members got the opportunity to work at the collective burial on Castle Hill in Chyhyryn. Being one of the unique anthropological sites in Europe, it belongs to the Cossack period. The scale, complexity and uniqueness of the site made it necessary to get the support of a team of anthropologists led by Candidate of Historical Sciences, Senior Researcher of the Institute of Archaeology of the National Academy of Sciences of Ukraine O. D. Kozak. It was also necessary to develop a special method for studying and preserving materials (Kozak, Mohylov, Poltavets 2019, p. 307–310; Poltavets et al 2020, p. 243–244).

The theoretical part of the archaeological field school primarily included comprehensive lectures. Well-known archaeologists – leading experts in the field of the Early Iron Age lectured students on topical scientific issues of that period. Thanks to that, they could significantly deepen their highly specialised archaeological knowledge and get new information that they had not received during traditional university lectures. Doctor of Historical Sciences, Head of the Department of Archaeology of the Early Iron Age of the Institute of Archaeology of the National Academy of Sciences of Ukraine, Professor S. A. Skoryi delivered reports on the study of the elite barrows of the Scythian period in the Dnieper Right Bank Forest-Steppe and the ethno-cultural situation in this region during the Scythian period (Fig. 2).



Fig. 2. Lecture by Professor Serhiy Skoryi. Bilsk 2015

Head of the archaeological school, Candidate of Historical Sciences, Senior Researcher of the aforementioned Department of the Institute of Archaeology of the National Academy of Sciences of Ukraine O. D. Mohylov talked about the role of horse riding in the world at that time, the development of the horse's equipment system, studying of the sites of the West Podilsky group. He also gave lectures devoted to the study of the site, the excavations of which initiated archeology in Ukraine – the mound of Lyta Mohyla.

Doctor habilitatus, Head of the Department of Archaeology of the Institute of Cultural Heritage of the Academy of Sciences of Moldova O. G. Levitsky reported on the problems of the origins of culture in the Carpathian basin in the II-I millennium BC. Professor of the Tokyo National Museum (Japan) Takahama Shu spoke about the development of horse equipment and weapons systems in Eurasia during the Late Bronze – Early Iron Age (Fig. 3). The lectures of Candidate of Historical Sciences I. B. Shramko (Kharkiv National University) were about Bilsk hillfort, and her colleague S. A. Zadnikova analysed the ancient ceramic imports to this key site for the entire Northern Black Sea region. S. V. Rudenko introduced the students to the results of archaeological work in Central Pridnirovya in recent years.



**Fig. 3. Lecture at the archaeological school. Melnyky, 2019.
Lecturers: Takahama Shu, O. Mohylov, S. Rudenko**

K. I. Panchenko taught the methodology of archaeological excavations, processing and preserving of newly discovered materials. In particular, school participants studied the peculiarities of working with ancient ceramics, primary cleaning of iron and bronze was carried out.

An excursion program for students to various historical and archaeological sites also was important. It included visiting regional museums, where they could learn more about working with collections and expositions. In 2015, students visited the bulwark of the Western Fortification of the Bilsk hillfort (Fig. 4). These are the remains of an ancient fortification over 2.5 thousand years old.

During 2017-2021, the main sightseeing objects were the sites of Kholodny Yar. Among them is the Illina church in the village of Subotov in the middle of the 17th century. It is believed that the crypt of Bohdan Khmelnytskyi is located in its underground part. A separate program included visits to historical places associated with the Haydamaks, the Ukrainian Revolution of 1917 and the anti-Soviet movement of the 1920 s and 1930 s.



**Fig. 4. Excursion to the Motronyn hillfort in 2021.
The head of the archaeological school O. Mohylov tells the story**

In 2018, students also participated in the study of museum matters. In particular, tours were held for them in the Archaeological Museum and the Museum-Residence of Bohdan Khmelnytskyi of the National Historical and Cultural Reserve “Chyhyryn”. In addition to the exhibitions, the participants of the field archeology school introduced to the work of the funds (Fig. 5).



**Fig. 5. Excursion to the natural monument “Maksym Zalizniak Oak Tree”.
Tract of Kholodnyi Yar 2018**

Thus, the theoretical component during the summer field archeology school covered practically numerous problems of modern archaeology. Getting acquainted with material from different times became an important stage in the study of the history of the development of the material culture of ancient peoples.

The proposed study summarizes my own experience in organizing and conducting summer archaeological field schools involving students of higher education institutions majoring in history.

As a result, the participants of the archaeological school could get a wide range of knowledge, including field exploration and excavation, discovery of sites and artefacts, their management, preservation and storage. They also learned more about scientific processing and publication of these materials, and using them to expand the system of scientific knowledge. And finally they learned how to write fundamental works that would summarise the results of these discoveries.

The implementation of the principle of unity of science and education during such activities is also important. Thus, scientific, educational and museum specialists train students, and they later themselves become highly qualified personnel for the same museums, universities and scientific institutions. It provides opportunity to simultaneously study, preserve, analyse, store, exhibit finds, and train personnel for various stages of this process. That's why archaeological field schools appear to be very promising from scientific and educational perspectives.

Studying the experience of summer archeology schools in Europe and other regions of the world broadens the prospects for the integration of Ukrainian education. In the future, summer archaeological field schools can be centers of exchange of experience between different scientific schools and institutions.

The article is devoted to summarizing the experience of conducting summer archaeological field schools in Ukraine. During 2015–2021, the authors of this publication acted as organizers of archaeological schools. The successful result of such work was the involvement of historians in the excavations of monuments in Ukraine – Bilsk and Motronyn hillforts of the Scythian period, settlements and barrows, as well as monuments of the early modern era on the castle hill in Chyhyryn. In this way, school participants worked on different types of archaeological sites. The founder of this project was the Institute of Archeology of the National Academy of Sciences of Ukraine. Oleksandr Mohylov, a Senior Researcher at the Institute of Archeology of the National Academy of Sciences of Ukraine, became the head of the project. Specialists in archeology from Ukraine, Moldova, Poland and Japan were involved in the work of the archaeological school.

Scientific archaeological expeditions are often the basis for summer school organizations. The school allows you to combine practical work at archaeological sites, lecture courses on archeology and history, as well as excursion and educational activities. As a result, participation in the archeology school provides an opportunity not only to consolidate the acquired knowledge, but also to gain practical work skills. Such events are also useful from the point of view of professional development, they serve as a platform for the exchange of experience between specialists and allow the implementation of an approach in which the acquisition of new skills occurs throughout life.

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**Олександр Могилів, Кирило Панченко,
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АРХЕОЛОГІЧНА ПОЛЬОВА ШКОЛА: ДОСВІД ПРОВАДЖЕННЯ В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

Статтю присвячено аналізу досвіду організації та проведення археологічних літніх шкіл, їх ролі у формуванні професійних навичок майбутніх істориків, археологів, музейників та співробітників органів охорони культурної спадщини. Підготовка фахівців з історичної галузі вимагає вміння працювати з археологічними джерелами та самостійно організовувати і проводити дослідження. Частиною таких навичок здобувачі вищої освіти отримують під час проходження практик. Останнім часом популярності набуває ще одна форма організації освітнього та наукового процесу – літня польова археологічна школа. Базою для літніх шкіл найчастіше слугують наукові археологічні експедиції. Така форма роботи дозволяє поєднувати практичні роботи на археологічних об'єктах, лекційні курси з археології та історії, а також екскурсійно-просвітницьку діяльність.

Протягом 2015–2021 рр. на базі експедицій Інституту археології Національної академії наук України були організовані літні школи, до участі в яких залучено здобувачів освіти з університетів Києва, Харкова, Дніпра, Кропивницького, Кривого Рогу, Сум та Кам'яця-Подільського. Проект був реалізований під керівництвом старшого наукового співробітника відділу археології раннього залізного віку Інституту археології НАН України Олександра Могилова. Дослідження проводилися на території відомих археологічних пам'яток: Більського та Мотронинського городища скіфського часу, окремих поселеннях та курганах, а також пам'ятці другої половини XVII ст. на замковій горі в Чигирині. Таким чином, учасники школи працювали на різних типах археологічних пам'яток.

Ключові слова: археологія, археологічна експедиція, археологічна польова археологічна школа, Більське городище, Мотронинське городище, скіфи, скіфські часи.