**Ludmila Chornovol.**

**THEORETICAL AND METHODOLOGICAL APPROACHES TO THE CONTENT OF THE CONCEPT «WOMEN’S EDUCATION» IN EMPIRE OF THE NINETEENTH CENTURY**

The article analyzes a set of ideological, legal, administrative and educational equity in education of women who carried the state and social institutions of the Russian Empire during the nineteenth century, which helped identify established in geographically delineated chronological period of theoretical and methodological approaches to the content of the concept «female education».

To clarify this issue by using system analysis, identifies the following elements of female education – its objectives and their implementation, women’s education, training and subjects of the educational process in the education of women. The internal relationship of elements, ie the structure of education policy as a kind of focus, provided these successive stages: defining the goals and objectives of school policy (with a certain ideological motivation) of female education; selection and justification of means and methods to achieve goals and objectives; their practical implementation at various levels – legislative, administrative, managerial and school practice.

The paper emphasizes that the mid-nineteenth century was a new step in the development of women’s education in the Russian Empire, caused by awakening social consciousness. Definition and legislative approval of the goals and objectives of education policy in the Russian Empire was one of the prerogatives of supreme power. Their ideological justification relied on the architects of the official national rate. The means and methods to achieve these goals were the function of official pedagogy designed to develop «educational ideology» of the state as part of the ideology and motivation to carry out educational goals, means, methods and expected results of school policy.

Expanding women’s education on the one hand, it needs due time women had to be exemplary wives their husbands, assistants, mothers who bring up worthy citizens patriots. However, despite a number of positive trends in the period outlined in the system of female education implemented in mainstream society ideas about the nature of women, in particular lower than men intellectual ability, its pre-defined social roles commonly affected and the content of the educational process educational institutions for women.

***Keywords:*** women’s education, Noble Ladies, reform education and educational institutions.