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TEACHER TRAINING AT THE BEGINNING OF THE 20TH CENTURY IN UKRAINE.

The article deals with the issues of teacher training at the beginning of the 20th century in Ukraine, as well as the problem of the study of the genesis of the idea of the training of teachers of philology in the history of domestic pedagogical thought, which allows us to characterize the deep national traditions and progressive trends in the national system of pedagogical education. It is indicated that the historical approach will also help to overcome the contradictions of the existing level of practical teacher-teacher training and new growing requirements for its organization and methodology. A thorough study of historical and pedagogical sources shows that the issues of philological education in general, and in particular - the training of teachers of philology, in fact, have been solved since the times of the functioning of ancient schools in the times of Kievan Rus. As you know, the first schools in Kievan Rus, which arose in the XI century, had a humanitarian orientation.

Keywords: *genesis, methodology, gymnasium, cycles of discipline, literature, linguistics, pedagogical courses.*

Problem statement. The development of a democratic Ukrainian state, socio-economic and cultural transformations of society lead to the renewal of general educational processes, the formation of new concepts of personality development, and actualization of the problems of pedagogical science. A special place among the scientific and pedagogical issues are the issues of preparing a new generation of scientists who can positively influence the development of society, contribute to the preservation of national culture. In particular, attention is paid to vocational and pedagogical

training of competent and fully-developed specialists, the level of education of which must ensure the socio-pedagogical needs of society in the implementation of the "National Doctrine of the Development of Education in Ukraine in the XXI Century."

The conducted research showed that the definition in the theoretical section of the trends in the development of philological education and the above stages characterized by the peculiarities of the organization of training of teachers of philology in higher educational institutions of Ukraine in the first half of the twentieth century. There was also a clear trace of changes in the practice of content provision of relevant vocational education.

Analysis of recent research and publications. It should be noted that based on a broad source basis, the training of teaching staff is considered as an integrated system of formation of general-pedagogical and special knowledge, skills and skills, which is based on the general principles of didactics, at the same time, is reflected in the results of studying and taking into account the particularities of this particular system .

Most researchers (D. Vodzinsky, A. Grimot, I. Kobyllyatsky, L. Kondrashev, T. Kurylenko, N. Polovnikov, N. Khmel, etc.), in addition to general-pedagogical, general-cultural preparation, in the system of vocational-pedagogical training include and methodical training. In the studies of these scientists, the vocational and pedagogical training of teachers refers to the internal unity of the three main cycles of teaching disciplines on the basis of general professional purpose. This unity is conditioned by the nature of the teacher's profession, covering the following main components: teacher's professional and cultural conviction; love for children and psychological and pedagogical knowledge of the child; knowledge of science, on which the educational subject and methods of

teaching for this science are constructed.

Particular importance in the training of teaching staff in modern conditions acquires a combination of fundamental education and a deep assimilation of scientific foundations of professional activity with the practical mastery of the basis of professional activities, the formation of skills and abilities. O. Abdullina noted that the high professionalism of the teacher in the chosen field, in combination with his active participation in various fields of spiritual and social life, on the one hand, promotes the comprehensive development of the specialist, and on the other - contributes to the increase of efficiency and quality of work in the chosen specialty [1].

This, in turn, allows us to confirm the conclusion of N. Demianenko about the essence of general pedagogical teacher training as a unity of pedagogical theory and school practice. It manifests itself in the fact that on the one hand, pedagogical theory is a means of knowledge, explanation and prediction of practice, on the other - an instrument for improving school practice, the basis of analysis and a criterion for assessing its effectiveness [2].

The purpose of the article is to uncover a holistic system of students' preparation for pedagogical activity.

Under the holistic system of readiness of students for pedagogical activity, we understand such training, in which its cultural-educational, psychological and pedagogical and special components are closely linked. It manifests itself in the following components of the investigated process: a) various types of activities, where integrated pedagogical and special components are integrated; b) the content, where psychological and pedagogical, methodological and special knowledge, skills and abilities are presented in the relationship; c) methodical equipment, which provides the acquisition of general-methodical knowledge, skills and arming

with special techniques, designed to prepare the future teacher for conducting various extra-curricular forms of work; d) the practical equipment of a teacher who can apply the acquired knowledge and skills not only in lessons, but also in various types of educational and educational activities [3].

Exposition of basic material. By examining the practical training in the system of vocational and pedagogical teacher training in higher pedagogical educational institutions of Ukraine, we first consider its content, which is revealed through curricula and programs, through the formation of the foundations of pedagogical skills, the achievement of the unity of theoretical and practical training by the pedagogy and professionalization of pedagogical educational process.

Adhering to the general view of the above-mentioned researchers, we focus on the generalization of the peculiarities of the practice of content-based training of teachers-philologists in the first half of the twentieth century.

Thus, during the analysis of a broad source base, it became clear that in the first stage (the first decades of the twentieth century - 1919), the content of the training of teachers of philology had an academic orientation.

In 1905-1907, the Ukrainian system of introducing a substantive system of training for the replacement of the course, which was extended during the nineteenth century, was introduced at Ukrainian universities. The subject system of the curriculum envisaged a combination of disciplines of all cycles around the most important, which determined the specialization of the student. Students independently defined the range of educational disciplines and ways of individual mastering them [3]. Thus, the content of the training of teachers-philologists was implemented a personal approach. The main purpose of professional education was determined by the self-development of the student's personality, the

formation of his creative activity. However, the subject system was oriented only to a strong student and a talented teacher. The massive training as a result of the introduction of the subject systems has deteriorated significantly, losing its academic character. In the content of pedagogical training, division was made on propaedeutic and special cycles of disciplines. The subject system of education implemented the humanistic principles of learning, enabling students to independently formulate individual plans, collaborate with teachers in research.

An analysis of archival documents and other historical sources suggests that there were no teaching institutes at that time in Ukraine for the joint curriculum. The content of practical vocational and pedagogical training was developed independently by each institute. Members of the Commission for the reform of teacher institutes, seminaries and pedagogical courses pointed out that the teaching methods in the pedagogical high school should have been consistent with the common principles. Along with theoretical studies in the labs were conducted practical work of a scientific and exclusively pedagogical nature [7].

Future teachers-philologists have gained a solid scientific education at higher female courses as university-type institutions (since 1910), which were provided by highly skilled teachers who have used a variety of forms of work. The study found that the psychological and pedagogical preparation was weaker. Students mastered small-scale courses in pedagogy, history of pedagogical trends, psychology. Methodological training and pedagogical practice at the required level were not organized.

In the course of a scientific search, it was established that in 1910-1913, there were pedagogical courses in the Kyiv educational district with three departments: Russian language and literature, mathematics and physics. The curriculum was supposed daily: in the morning - practice in secondary schools in Kyiv, in the evening - lecture classes. The courses were attended by university students, teachers of secondary schools [8].

It was found out that the main focus was not so much on the level of scientific training, but on controlling the ideological growth of students, formation of

moral status, education of the dialectical materialist outlook not only during the process of assimilation of sciences, but also in the process of socially useful activity.

Based on the analysis of a typical curriculum for pedagogical institutes and pedagogical faculties of universities, developed by the scientific and pedagogical section, it was found that the actual orientation was to prepare a teacher of a broad profile capable of teaching one special subject in all classes, and an additional supplementary class in the lower classes, second item A broad-profile specialist was in broad political training. Such a teacher possessed a great scientific outlook, could work in different types of educational institutions.

In order to overcome these and other disadvantages since 1923, a number of measures have been taken by the decision of the People's Commissariat of the Ukrainian SSR regarding:

- Overcoming the multidisciplinary of curricula through integrated courses;
- transfer of courses of general education and general pedagogical value to the first courses of high schools;
- orientation of the educational process to mastering the scientific method in its specialty;
- Practical-oriented pedagogical training (the pedagogy should begin with the first year and continue throughout the term of study).

It was offered at the first course to focus on general pedagogy, practice in political education, production practice, psychology, pedagogical technique; Second year - theory of education, industrial practice; III course - history of pedagogy, school hygiene; IV course - legislation in folk education and an overview of modern pedagogical literature.

Distribution of comprehensive educational programs did not go away and higher pedagogical educational institutions. Thus, the study found that since 1924, the curricula of higher pedagogical educational institutions were schematically composed of four complexes. The first complex combines socio-political disciplines and practical work of students, including political research,

pedagogical propaganda, work in children's organizations. The second complex combines all disciplines that studied the school and the child (psychology, pedagogy, anatomy and age physiology, pedagogy, history of pedagogy, schooling). The third complex combines all the special disciplines. The fourth complex included the production of regional studies (studying the economy, technology, culture and life of the population of a particular area).

Thus, comprehensive educational programs focused on the training of teaching staff not only on specialization but on the formation of activists. The intensification of practical labor and community training of future teachers was realized in every university of a kind. Among the most typical steps, one can distinguish the establishment of a correlation between the lectures and seminars and practical classes 1: 1, the spread of the brigade-laboratory method of teaching, the introduction of varieties of production, pedagogical and agricultural practices.

Among the disadvantages of the curriculum data are as follows: due to the allocation of curricula only mandatory for attending lectures of the program involves a hidden overload of the educational process; the profiles of special pedagogical training were not clearly defined.

Analyzing the typical curricula of 1927, we observe the desire of the Mainprofos to clarify the profiles of training specialists. For example, despite the fact that the curriculum did not have clear indications on the type of schools and on which specialty the teacher is preparing, the examination of the document shows that the first department of the pedagogical institute was aimed at preparing teachers of physics, mathematics and labor, and the second one - teachers of philology. The ratio between the cycle of disciplines was somewhat more rational: special disciplines - 50%, socioeconomic - 35%, pedagogical - 11%, pedagogical practice - 4% [8]. However, the plan traced the false definition of profiles, introduced disciplines - "proforus", "geodesy", "chemistry", etc. - did not correspond to the basic professional activity of future teachers of philology. Due to the popularization of the ideas of the labor and

political schools in the curricula, the disciplines "manual labor", "basics of production", "mechanical engineering", summer production and agricultural practices, and so on took a significant place. Although these subjects did not have the value to train teachers of Ukrainian, Russian, literature, foreign languages. There was no established continuity and sequence of distribution of disciplines by years of training, programs of special subjects did not reveal tasks of pedagogical activity in schools.

As noted above, in 1930 a reorganization of the system of higher pedagogical education was carried out. Institutes of social education and vocational education were created.

In the early 1930's, work was continued on the creation of common pedagogical programs and other pedagogical disciplines for pedagogical schools. In the draft pedagogical program developed by the Research Institute of Pedagogy of Ukraine, an attempt was made to link this course with the construction of a new society.

During the years 1932 - 1933, the curricula and programs of the schools were revised. They consolidated the organic unity of pedagogical theory and school practice. Programs in pedagogical disciplines have become more systematized. Thus, the explanatory note to the program on pedagogy (1933) noted that it is a systematic course of pedagogy as a science of education, education and training of the younger generation, which is based on the study of the school. Along with unconditional achievements, it should be noted and the defects of this document. In particular, there were no data on individualization, work and with didactic material, forms and methods of working with the family. Despite the fact that the content of the program was overloaded, it, however, has been a significant step forward compared with previous programs. In the draft program on pedagogy, in addition to the foundations of pedagogy and didactics, the issue of education was deeply debated. Note, at that time, discussions were conducted on the expediency of reading the course in the history of pedagogy: to study the theory of pedagogy or later. It surpassed the point of view that the course in the

history of pedagogy was supposed to be the basis for studying the theory of pedagogy and preceding it. This question remains controversial until today. An important, in our opinion, was the inclusion in the program of issues of childhood psychology.

Thus, at the second stage of the history of the development of the training of teachers of philology in Ukrainian higher educational institutions, active searches for the optimal content of general-pedagogical training in the theoretical and practical parts of it continued. The following main subjects of the general pedagogical cycle were defined: the theory of pedagogy, the history of pedagogy. Increasing attention was paid to the issues of education of youth, attempts were made to improve methods and pedagogical techniques, systematized curricula and programs, eliminated multi-discipline, optimized the number of hours allocated to general pedagogical training and their dosage for training courses. The theoretical aspect of general-pedagogical preparation was greatly intensified and, at the same time, its connection with practice intensified. The foregoing suggests that in general schools of Ukraine general pedagogical training of a teacher acquired a definite, concrete character; the course of pedagogy was systematized; the multidisciplinary in general was eliminated, and general pedagogical training mainly consisted of the following subjects: pedagogy, history of pedagogy, psychology and pedagogical practice. The conducted research confirmed that along with the pedagogy of the educational process was the process of Ukrainization.

Conclusions. This study showed that there is a need for further study of archival documents for the purpose of extracting valuable historical experience in preparing future teachers of foreign languages. Restoration of the work of universities in the early 30's of the twentieth century. contributed to the orientation of pedagogical preparation for academic content. In this connection, the development of new curricula and programs began. These curricula were built taking into account all the components of the teaching and methodological work of the universities

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Осьмачко С.

У статті розглянуто питання підготовки вчителів на початку ХХ століття на Україні, також порушено проблему дослідження генезису ідеї підготовки вчителів-філологів в історії вітчизняної педагогічної думки, яке дозволяє схарактеризувати глибокі національні традиції та прогресивні тенденції в національній системі педагогічної освіти. Указано на те, що історичний підхід сприятиме також подоланню суперечності між існуючим рівнем практичної професійно-педагогічної підготовки вчителя та новими зростаючими вимогами до її організації й методології. Розглянуто вдосконалення підготовки вчительських кадрів в історичній проекції, яке допоможе здійснити наукове прогнозування подальшого розвитку підготовки вчителів. Ретельне вивчення історико-педагогічних джерел показує, що питання філологічної освіти в цілому, і зокрема – підготовки

учителів-філологів фактично розв'язувалися з часів функціонування стародавніх шкіл за часів Київської Русі. Як відомо, перші школи в Київській Русі, що виникли ще в XI столітті, мали гуманітарне спрямування. Ретельний аналіз архівних документів і результатів узагальнення досвіду роботи вищих професійних шкіл досліджуваного нами періоду показав, що для визначення змісту практичної підготовки вчителя велике значення мала діяльність українських урядів 1917 – 1919 рр., коли вищі педагогічні школи України працювали в надзвичайно складних умовах неодноразової зміни влади. Проаналізовано період початку революції, коли українське громадянство і вчительство поставили на порядок денний питання про українську вищу школу як необхідний ступінь в системі освіти України.

Ключові слова: *генезис, методологія, гімназія, цикли дисциплін, словесність, мовознавство, педагогічні курси.*

В статье рассмотрены вопросы подготовки учителей в начале XX века на Украине, также поднята проблема исследования генезиса идеи подготовки учителей-филологов в истории отечественной педагогической мысли, которое позволяет охарактеризовать глубокие национальные традиции и прогрессивные тенденции в национальной системе педагогического образования. Указано на то, что исторический подход будет способствовать также преодолению противоречия между существующим уровнем практической профессионально-педагогической подготовки учителя и новыми растущими требованиями к ее организации и методологии. Рассмотрены совершенствования подготовки учительских кадров в исторической проекции, которое поможет осуществить научное прогнозирование дальнейшего развития подготовки учителей. Тщательное изучение историко-педагогических источников показывает, что вопросы филологического образования в целом, и в частности - подготовки учителей-филологов фактически решались со времен функционирования древних школ во времена Киевской Руси. Как известно, первые школы в Киевской Руси, возникшие еще в XI веке, имели гуманитарное

направление.

Ключевые слова: *генезис, методология, гимназия, циклы дисциплин, словесность, языкознание, педагогические курсы.*