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**STUDENTS' PREPARATION FOR PEDAGOGICAL ACTIVITY ON THE
TERRITORY OF UKRAINE IN THE BEGINNING OF THE 20TH CENTURY.**

Keywords: education, philologygenesis, methodology, gymnasium, cycles of discipline, literature, linguistics, pedagogical courses.

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.

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.

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].

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. according to selected and theoretically grounded stages.

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.

The Nizhyn Institute of History and Philology gave a pedagogical education like a classical one. He trained teachers of male gymnasia on history, literature, Russian, Greek and Latin. In the curriculum of the classical gymnasiums, these disciplines constituted an overwhelming majority. The orientation towards the classical education of teachers also set requirements for the educational qualification of the students of the institute. The main contingent of these was formed by persons who completed a course of study in high schools or religious seminaries. The organization of pedagogical training at the institute was like a university. Students obtained professional pedagogical knowledge from a small volume of lectures in pedagogy and history of pedagogy, a cycle of lectures on specific methods. Pedagogical practice took place on the IV course. It included observation of teachers' lessons at the Institute's gymnasium, conducting student test lessons and their analysis, pedagogical observations and weekly conferences of students and teachers of the gymnasium, which addressed educational and methodological aids, and discussed various pedagogical and methodological problems.

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 the plan for the preparation of secondary school teachers, developed at the time of the existence of the UNR, showed that the pedagogical institute was to be opened in each province, where schools in II and III degrees are located in 3 or 4 cities. Teachers at the pedagogical institute were supposed to work only by teachers of gymnasiums, provided that they were teachers of methods of professional subjects, as well as instructors in conducting lectures [4]. As can be seen from the document, the practical training of the future teacher was given an exceptional significance. Moreover, in the first year of study, students had to get acquainted with all the textbooks of a professional subject and planned to attend practical lectures in an exemplary secondary school. The institute systematically held conferences where students discussed lessons learned teachers, reported on their observations and made conclusions. At the second year of studying at the institute, students (training lasted two academic years) under the supervision of managers themselves gave trial lessons [5]. In some teacher-training seminaries, which trained teachers for elementary schools in the territory of the UNR, there were two-grade elementary schools where seminarists were undergoing pedagogical practice. If it was a church-teacher's school, church parish schools were opened for practical training of students in grades 2 and 3 [6].

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].

Departments of the Russian language and the ancient languages were also open on the pedagogical colleges in Odessa.

During the analysis of the normative documents it was clarified that the Narcomoss of the Ukrainian SSR approved the curriculum of pedagogical training at the courses consisting of disciplines of the philological direction: Ukrainian language, Ukrainian literature, world literature, history of culture, general study of the world. The pedagogical cycle formed: psychology, history of education and education, pedology, pedagogy, school hygiene, methods of extracurricular education, methods of social welfare. The third group consisted of general education disciplines: algebra, geometry, physics, chemistry, geology, soil science, botany, zoology, natural resources of Ukraine, art, music, singing, manual labor.

Pedagogical courses had their basic (exemplary) schools, in which students passed pedagogical practice.

As noted above, INOs were widely profiled by higher pedagogical educational institutions. In their programs were the subjects: history of class struggle, political economy, history

and geography of Ukraine, Ukrainian language and literature. The cycle of pedagogical disciplines was widespread. At the core of the curriculum, virtually the absolute majority of the time was devoted to the mastering of pedagogical disciplines, and general education, fundamental scientific - went to the background. For example, in the 1920 - 1921 academic year, the faculty of Social Medicine at the Institute of Philosophy and Philosophy taught the foundations of psychology, the basis of physical education, the theory of labor education, the policy of Soviet power in the field of public education (1 course); pedagogical psychology, psychopathology, hygiene, organization of institutions of socialist education, methods of experimental study of children and youth (2nd year); general pedagogy, psychology of childhood and adolescence, physical education and education of hygiene, art in pedagogical practice, history of elementary education, method of experimental research (3 year course); the most important pedagogical trends, the history of pedagogy, the statistics of education, the children's organization of libraries, the story, the clear words and reading (4 year). In HINO, he taught social pedagogy, pedagogy of adolescence, reflexology, pedology, pedology of school age [7].

Thus, from the explanatory note to the curriculum of the department of professional education of the INO, we learn that the central group of subjects of the whole faculty were the questions of methodology, pedagogy and the course "Organization of the educational process". With a total number of hours of 4000 and a three-year course of training in a 6-hour day on vocational-pedagogical subjects was given 1800 hours. This document stated that the correct formulation of the teacher's and practical training of the future teacher should be the basis of the entire faculty [8].

In 1921, for the elaboration of the project of the Ukrainian Soviet system of education, he took up the then People's Commissar of Education of the Ukrainian Government G.Grin'ko. The scheme of education under the project G.Grin'ka had the following form: 1) pre-school social upbringing (kindergarten, orphanage, commune, colony) - from 4 to 8 years; 2) social school education (labor school), 1st 4-year concentrator - from 8 to 12 years old, 2-year three-year - from 12 to 15 years; 3) vocational school - 2 - 3 years old with one year after that period for the training of skilled workers; an institution with a 4-year course for the training of a qualified specialist-practitioner; technical schools with a

three-year course for the training of instructors; an academy with a two-year course of training for training in a particular field of science.

The analysis showed that according to the "Regulations on Higher Educational Institutions" (1922) a new system of management of higher educational institutions was introduced by the party and government bodies. In order to increase the effectiveness of teacher training, the provisions of 1922 introduced a so-called training obligation, which provided for a maximum term of study, a minimum of academic achievements and practical lessons for each student. 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.

It should also be distinguished from the disadvantages inherent in this curriculum. Among them, in our opinion, are important: the details of psychological and pedagogical courses; the multidisciplinary nature of the curriculum as a result of a broad range of training constrained the range of special disciplines, in particular - philological; the unclear allocation of specialization, the excessive amount of compulsory courses of the encyclopaedic courses of cosmology, the history of the origin of religion, the foundations of sociology, graphic literacy, the cycle of socio-political disciplines led to the overload of students, which led to a decrease in the qualitative level of training of teachers of philology [CSIA, p.537 , op.6, sp.34 p. , arch 98 - 99].

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 nature 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.

Unfortunately, according to an analysis of historical sources, these constructive proposals have not been implemented in educational practice.

Further development of the idea of practical vocational and pedagogical training was received at the 2nd All-Ukrainian Conference on Pedagogical Education (1923). One of the main issues on her was "pedagogy of universities."

It should be noted that practical training and educational work in higher educational institutions was conducted on the basis of the "Code of Laws on Education", "Provisional Regulations on Higher Educational Institutions of Ukraine". Since 1923, university committees have been established, which included not only teachers, but students. The task of these commissions was the preparation of new forms of study in the university, new methods, curricula, the development of classifications of skills and skills of students [9].

In the course of a scientific search, IOE curricula were analyzed. As for philological training, they provided for the study of a new language (Russian), literature and methodology of the native language. The encyclopedic character of philological training provided a large number of disciplines of general theoretical direction. Criticizing such an approach to specifying the content of pedagogical training in INO, A. Kalashnikov in his report "On the reform of pedagogical education" (January 1921) noted that the content of pedagogical education should form three cycles of disciplines: a) general science (the purpose of which is the formation of a socialist outlook); b) special (professional education in groups of sciences); c) specialization by types of schools [3].

Analyzing the content of general pedagogical preparation in the plans and programs of

higher educational institutions of 1920-1933, it can be stated that in Ukraine, the only curriculum for these institutions was approved in 1921. From next year, in most institutes of public education, general pedagogical training was presented the cycle "subjects of a pedagogical character and labor processes", which was constantly supplemented and perfected.

Generalization of materials on the subject of research showed that programs in pedagogical disciplines of those years did not reflect the content of this course. Often, the first part consisted of the history of pedagogy, and the second included the main issues of pedagogical psychology.

However, programs were developed separately from pedagogy, didactics, history of pedagogy. Yes, the program of the course "History of Pedagogy", which was made by the teacher of Kiev WINE V.Rodnikov. the study of the document showed: in the first part, the history of general pedagogy (from the pedagogical ideas of the Old World to the characteristics of European pedagogical systems and trends of the 1920s) was disclosed in great detail; the second part provides an analysis of the history of domestic pedagogy. The study guides were recommended: Sokolov "The History of Pedagogical Systems", O. Muzichenko "Modern Currents in Western European Pedagogy", etc. The program, in our opinion, lacked a clear periodization, the dosage of the material was carried out arbitrarily, although the author tried to systematize and deepen the course.

Of interest is the program of general didactics and school science, which M.Dadenkov has developed. In its first section, the place and the ratio of pedagogy and didactics are shown. In addition, the most recent pedagogical trends were explored in parallel, and the importance of the teacher's personality in the educational process was emphasized. The following study guides were recommended: O.Muzichenko "What is pedagogy and why it teaches" (1912), M.Dadenkov "Summary of lectures on pedagogy (general didactics), which were read at the summer zemstvo courses in Kherson" (1914).

In the course of the research it was established that in 1922 the All-Ukrainian Pedagogical Conference took place, where the curriculum of the faculty of social education was revised. In 1923, the Second All-Ukrainian Pedagogical Conference took place, one of the consequences of her work was the new curriculum for the higher three-year pedagogical

colleges. Progressive, in our opinion, it was that each year's teaching was consistent with a clear target orientation. General pedagogical training occupied a significant place, however, the variety of compulsory subjects did not allow him to master it deeply. In the new plan, an optimal balance between the theoretical and practical preparation of the future teacher was not achieved. On November 17, 1923, the Collegium of the Main Protocol of the Ukrainian SSR approved the curriculum of facswitch, adopted at the 2nd All-Ukrainian Pedagogical Conference.

In Kharkiv Institute of Informatics and other pedagogical institutes of higher education in Ukraine began to study the subject "Modern theory of pedagogy". However, the introduction of this course almost completely excluded the study of the history of pedagogy. Here, on the one hand, the pseudo-innovative denial of the past reflected on the one hand, and on the other - an absolute role played by an absolutist admiration for the ideas of "free education". It was established that there was no systematic and generalized pedagogical program. With the introduction of official curricula in the schools of Ukraine, a step was taken to establish a unified pedagogical cycle; eliminated the multidisciplinary of general-pedagogical preparation, although the fragmentation of pedagogy as a teaching subject still took place.

After analyzing the curricula and programs of the schools of Ukraine during the period 1920-1924, we arrived at the following conclusions: it was inherent in the initial stage of the formation of the system of higher pedagogical education, that every pedagogical university, despite the existence of official plans and programs, independently developed the content of general pedagogical preparation, determining its place in the curriculum. It was a creative approach to conducting general pedagogical training, but it caused divergences in the amount, content and methods of teaching general pedagogical disciplines. There were no single textbooks and teaching aids in pedagogical sciences that would give students systematic scientific knowledge of the theory of education and upbringing. In general, general pedagogical training was characterized by multi-dimensional.

The pedagogical and special training of subject teachers focused on the curricula of the State Scientific Council (DNR) of the People's Commissariat of the RSFSR, to which

certain changes were introduced at the republican level. These programs were translated into Ukrainian and published in the "Advice for Social Education", which was published by the Main Directory of the People's Commissariat of the Ukrainian SSR. It is known that the center of the DPR program was labor training, a great deal of attention was paid to the study of social science and regional studies. A comprehensive approach denied the teaching of independent study subjects as separate branches of knowledge. The "single plan" provided for the allocation of two sections - labor and cultural studies. The latter artificially united data on the history of material culture, economics, social and political life, language, literature, art [9].

The program in the Ukrainian language consisted of the following sections: thinking and language (spelling); the most important phonetic changes and phenomena (sounds loud, consonant, cute); formation and use of forms (nouns, adjectives, verbs, immutable parts of speech); Ukrainian language among other languages (Russian, Polish, etc.); dialects in the territories where the Ukrainian language is spoken.

The program on Ukrainian literature (entitled "Minimum achievements of Ukrainian folklore and literature in connection with world literature") included the following material: folk songs, tales, tales, dumas, legends, retellings, proverbs, sayings, riddles; the study of the creativity of I. Kotlyarevsky, T. Shevchenko, L. Glibov, S. Rudansky, M.Vovchyk, I.Franko, P.Mirny, P.Kulisich, L.Ukrainka, M.Vinnichenko, M.Kotsubinsky, P.Grabovsky, P.Tychyna, G.Chupryenko and others. [7].

The program in the Russian language had the following sections: sounds, physiology of sounds, phonetics, morphology, syntax, spelling. The program of Russian literature included the works of Russian writers: V. Zhukovsky, O. Griboyedov, I. Krylov, O. Koltsov, A. Pushkin, M. Gogol, M. Lermontov, I. Turgenev, A. Chekhov, L. Tolstoy, I. Goncharova, V. Garshina, O. Gorky, I. Nikitina, O. Ostrovsky, V. Korolenko, F. Dostoyevsky, G. Uspensky, M. Saltykov-Shchedrin, V. Belinsky, D. Pisarev and others.

From foreign literature, the program envisaged the study of one piece by J. Schiller, C. Dickens, V. Skotta, D. Bayron, V. Hugo, G. Ibsen, M. Serwantas and others.

To improve the curriculum of the pedagogical colleges at the 3rd All-Ukrainian Pedagogical Conference in 1924, it was decided to develop a single type of plan for the

study of pedagogy.

The study found that in the 1925 - 1926 academic year, the content of general pedagogical training in the INO practically remained unchanged. For the second stage of such a training of the future teacher (1927 - 1929) was characterized by further convergence of pedagogical theory and practice. In the theoretical part the active systematization of the course of pedagogy continued. However, the number of subjects in the pedagogical cycle increased, then decreased with the tendency to eliminate multi-discipline. In the pedagogical institutions of higher education, the only course in the history of pedagogy has been developed in order to improve general pedagogical training. However, the teacher's training and retraining demanded further improvement. Therefore, in the years 1925 - 1926, a new curriculum was developed for the INO, in which the following ratio of hours was established between cycles: the general social cycle - 27%, production (specialization) - 40%, pedagogical - 33%. At the Faculty of Vocational Training of Dnipropetrovsk INO, the teaching time was distributed as follows: for pedagogical disciplines - 22%, general social sciences - 18%, special ones - 60% [8].

As we see, the pedagogy of the educational process was practically embodied in the INO. However, it should be noted that being an institution of higher education with a clear target setting, the IMO as a teaching institution did not give students a fundamental deep training in the specialty.

In 1925, a return to the coursework system of students was implemented, which intensified the regulation of the educational process.

Educational institutes of vocational education (PIPO) created on the basis of the INO also increased the volume of studying of pedagogical disciplines at the expense of special training. This led to the fact that in the late 20's of the twentieth century. there was a sharp shortage of highly skilled personnel in the field of development of scientific problems of philology, subject teachers for secondary schools, and teachers for higher education.

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, pedology, 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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Educational institutes of vocational education (PIPO) created on the basis of the INO also increased the volume of studying of pedagogical disciplines at the expense of special training. This led to the fact that in the late 20's of the twentieth century. there was a sharp shortage of highly skilled personnel in the field of development of scientific problems of philology, subject teachers for secondary schools, and teachers for higher education.

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, pedology, 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.

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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