

FEATURES OF CLASSROOM AND OUT-OF-CLASS FORMS OF TRAINING

A number of measures have been taken to reform curricula for pedagogical institutes. In particular, the cycle of socio-economic disciplines by volume was reduced to 10% of the total number of hours of the curriculum. Out of 37 disciplines, 20–22 were formed. It was emphasized that the curricula of higher education institutions should be individualized, taking into account the type of schools for which they were preparing teachers. The ratio of theory and practice was set at 1:1; the transition from the lecture system to active teaching methods should be taken into account in the curriculum. Significantly, the new curriculum envisaged a continuous week and a school year. It was emphasized that the content of the programs should correspond to a specific specialty. But most of the recommendations in the practice of training of philological teachers in higher educational establishments of Ukraine have not been implemented or partially implemented. Thus, the ratio of hourly load to socio-political and special disciplines is 72.3%, pedagogical and pedagogical disciplines – 11.8%, industrial practices – 5.5%, military-physical education and foreign language – 10.4%.

In the 1930's, as shown by the generalization of the practice of professional pedagogical education, philological teachers were trained at the faculties of literature of pedagogical institutes and industrial-pedagogical and agro-industrial institutes. They give an example of a curriculum for the public and literary department of the Agro-Pedagogical Institute.

The weight of specialized disciplines has increased in all types of educational institutions.

The syllabuses analyzed had the following positive aspects: clearly, in comparison with the previous plans, the training profile was defined; the goals of preparation of the teacher-cyclist (wide profile) are taken into account; pedagogical and industrial practice had up to 40% of study time; a program of physical and aesthetic education of students was envisaged; minimum polytechnic training.

The most serious disadvantages were: incorrect allocation of hours among the groups of disciplines (for example, 16% of the time of military and physical education disciplines was allocated for the group of the public-literary department, and 15% for pedagogical disciplines and teaching methods of four subjects); special subjects are not fully represented (only 22%); literary studies would be advisable to study after studying the literature itself, etc. Specialization of Ukrainian and Russian languages was poorly expressed, there was no pedagogical practice.

Since 1936, the curricula of higher education institutions have been developed taking into account the following tasks: the transition from a broad profile to a narrow profile of teacher training; elimination of multiple subjects; introduction of special courses, special seminars

and optional courses; strengthening the academic character of special training; qualitative improvement of the content of pedagogical disciplines; taking into account individual and differentiated approach.

This was marked by the expansion of the activity of pedagogical institutes, institutes of foreign languages. Analyzing the curricula of higher education institutions operating from 1941 to 1960, the following features of their structure should be singled out: reduction of the total volume of educational load; increasing the number of hours for the study of special and pedagogical disciplines; clarification of profiles of pedagogical and professional training; increasing hours of teaching practice.

More than ten departments were working at Kharkiv Pedagogical Institute. Each of them developed a work plan for the semester that was discussed in detail at the meetings. This plan included work and individual plans, additional assignments of teachers to work with non-attending students, control over the course of academic work – conducting certification at the department on the general schedule. The plan included preparation for sessions, participation in methodical conferences, work with students, curricula and their implementation.

For example, the plan of work of the Department of Translation for the 1947–1948 academic year was to organize the work of students in language classrooms with additional material, to hold six open lectures, to develop methodological recommendations for practical application in the educational process, to hear reports: “Selection of material for translation from hearing”, “History of Translation in Ukraine”, “Test Methods”; to make assignments for students of correspondence form of study.

At the beginning of each semester, teachers prepared individual plans, which included activities for study work: planning of consultations, lectures, practical classes, attending lectures and practical classes of other teachers, preparation of open lessons; on educational work: preparation of visual aids, reports.

Teachers also made plans to improve pedagogical skills. At the end of each academic year, the departments reported on their work. In the academic year 1947–1948, the Department of German Philology stated in the report that there were 12 people employed at the department, five members of the department participated in the development of the complex problem “Methods of teaching foreign languages in a special institution”. Lecturer M. Goldstein worked on the topic “Methodology of introductory phonetic course”. Lecturer P. Troyanovska made a report at the meeting of the department “Methods of fixing and correcting pronunciation”, T. Pavlov “Types of visual examples and their use in teaching German”. P. Richter and M. Brodskaya compiled a collection

of dictations for the senior students of the German language faculty and prepared a report "Methods of Oral Speech Development in Senior Students". L. Roemer has compiled the vocabulary "Minimum for first year students". In order to ensure that students make fewer grammatical errors, they introduced a second-year practical morphology exam in the spring session. One and a half months before the session, there were organized daily alternations of the teachers of the department in the hostel. This gave students the opportunity to receive counseling on a daily basis. Consultants of laboratories and teachers were constantly consulted in foreign language offices. Teachers checked the home reading, held additional classes with students who did not catch up and excelled. On average, 10 to 12 people visit the office every day. Spelling and phonetic circles worked. The report also said that five pictures were purchased for oral language development, seven phonetic tables, and three grammar tables were developed. The cabinet hosted a phonetic competition and five evenings in a foreign language. The wall-paper was published monthly in a foreign language.

The Department of German Philology stated in its report that V. Shapiro – Senior Lecturer, Head of the Department, had a course in the history of German language and lexicology, A. Shehtman – a course in theoretical and practical grammar, E. Umanskaya – Senior Lecturer – a course in practical phonetics, in parallel at the department of German language the course of vocabulary, E. Shklyarevskaya – the course of scientific phonetics and practical grammar. E. Umanskaya prepared two textbooks for the academic year 1947–1948: "Syntax in German" (for part-time students), "Oral Speech Development Manual" (for students of the first year of special higher education).

Summarizing the experience of higher education showed that in order to supervise and assist students, the department kept a log of current success, which noted the daily work of students at seminars. Listening to the reports of the students-seniors of groups at the meetings of the department on work on theoretical disciplines was practiced followed by discussion of the identified shortcomings.

The department raised the question that the curriculum should include an examination in the theory of language at the end of the sixth semester, so that during the transition from the third to the fourth year, knowledge of theoretical disciplines should be taken into account.

The Department of History and Geography's report contained information about the department's composition. It consisted of the head, professor, doctor of technical sciences N. Pakul and three associate professors: T. Skoba – candidate of historical sciences, G. Friesman – candidate of historical sciences and G. Padalka – candidate of geographical sciences. The

teaching work of the department consisted of the following sections: lectures on the history of individual countries (England, France and Germany at the respective faculties), provided by Professor N. Pakul, who read the period of the Middle Ages and the beginning of modern times until the second half of the eighteenth century., Associate Professor T. Skoba who read new and recent history; course of lectures and practical classes on geography of individual countries (read by G. Padalka); courses in the history of diplomacy (read by G. Friesman); course in international relations (read by T. Skoba).

The quality of conducting classes by teachers from the heads of departments, deans and management of the institution was conducted. They supervised the attendance of the lectures, followed by a discussion with the teachers and discussion of the lectures at the meetings of the departments, reviewing the lectures and practical classes. Conducted a preliminary discussion of lecture notes at a meeting of the chairs before reading it in the audience; there were periodic reviews of the departments with the obligatory attendance of lectures by commissions appointed by the director of the institute.

Departments on each topic prepared methodical developments, which were previously discussed and approved by cycle commissions. This greatly helped the young teachers. For them it was practiced reading lectures on the history of language, grammar, lexicology, consulting in phonetics. Lecturers and consultants were trained and experienced teachers.

In order to successfully master the profession of teacher at the Institute were used different methods, which in the 30's of the twentieth century testified about the pedagogization of the educational process, which was intended to achieve the goal: to prepare highly qualified teachers for the school. In order for a student to become a teacher, he or she must be equipped not only with knowledge but also with the ability to pass on their knowledge to the younger generation. Practically pedagogization was implemented in this way. During the lectures, students were taught the basic requirements of the teacher. Teachers of a particular subject had a thorough theoretical knowledge and were able to apply interesting and useful teaching methods, because in the beginning of their work the young teacher adheres to the methods used by the teacher with whom he studied. During the organizational phase of a lesson, the teacher required that all students welcome him as he was present, because this rule existed at school.

References

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