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PEDAGOGISATION TREND IN UKRAINIAN EDUKATION IN THE FIRST THIRD OF THE XX CENTURY

Bashkir O.I., Vakulenko T.S. Pedagogisation trend in Ukraininan Education in the first third of the XX century

On the basis of analysis of reference and archival materials dealing with the processes of reformation which took place in Ukraine in the early XX century number of educational institutions involved in the process of training of teachers have been revealed.

The resolutions, which indicated the necessity of mass education for people, raised the necessity to create a large number of schools. However, assuring the quality of educational process was not possible because of the lack of professionally trained teachers. Obviously, one institution functioning in the whole district could not prepare enough teachers. Therefore, to fulfill the need of qualified teachers a lot of teacher training courses were opened at universities and vocational schools. These courses were conducting trainings for future teachers using theoretical developments of departments of education.

Since the beginning of public education institutions in Ukraine the departments of pedagogy and psychology have become the core of pedagogisation. Based on scientific experience and educational achievements in the training of future teachers Institutes of Education develop curricular in pedagogy, which become the basis of teacher preparation in educational institutions.

Keywords: pedagogisation, process of teacher training, public education, teaching courses, department of education, Pedagogical Institute.

Башкір О.І., Вакуленко Т.С. Педагогізація освіти в Україні в першій третині ХХ сторіччя

У статті на основі аналізу літературних джерел й архівних матеріалів з огляду на ряд реформацій, які відбулися в Україні на початку ХХ сторіччя, виявлено ряд навчальних установ, котрі займалися процесом підготовки майбутніх учителів до професійної діяльності.

На ґрунті постанов щодо масової освіченості народу, виникла потреба в створенні великої кількості навчальних закладів. Однак забезпечити навчальний процес неможливо було через банальну відсутність професійно підготовлених учителів, підготовкою яких один університет на весь навчальний округ зайнятися не міг. Створюється велика кількість педагогічних курсів як при університеті, так і при училищах, які на базі теоретичних розробок кафедри педагогіки займалися підготовкою вчителів.

З моменту виникнення інститутів народної освіти осередком педагогізації стають кафедри педології, педагогіки й психології. На основі наукового досвіду та педагогічних надбань у галузі підготовки студентів-майбутніх учителів в інститутах народної освіти розроблюються навчальні програми з педагогіки, які стають основою для підготовки вчителів педагогічних інститутів.

Ключові слова: педагогізація, процес підготовки вчителів, народна освіта, педагогічні курси, кафедра педагогіки, педагогічний інститут.

Башкір О.И., Вакуленко Т.С. Педагогизация образования в Украине в первой трети ХХ столетия

В статье на основании анализа литературных источников и архивных материалов с учетом реформаций, которые произошли в Украине в начале ХХ столетия, определены учебные заведения, которые занимались процессом подготовки будущих учителей к профессиональной деятельности.

На основании постановлений относительно массового образования народа, возникла надобность в создании большого количества учебных заведений. Однако обеспечить учебный процесс было невозможно из-за банального отсутствия профессионально подготовленных учителей, подготовкой которых один университет на весь учебный округ заняться не мог. Создается большое количество педагогических курсов и

при университете, и при училищах, которые на базе теоретических разработок кафедры педагогики занимались подготовкой учителей.

С момента возникновения институтов народного образования центром педагогизации становятся кафедры педологии, педагогики и психологии. На основании научного опыта и педагогических достояний в области подготовки студентов-будущих учителей в институтах народного образования разрабатываются учебные программы по педагогике, которые стали основой для подготовки учителей педагогических институтов.

Ключевые слова: педагогизация, подготовка учителей, народное образование, педагогические курсы, кафедра педагогики, педагогический институт.

The development of the national state in Ukraine determined the changes in the system of education. These changes are conducted using the best practical experience of both national and foreign culture and historical consciousness. It is clear that nowadays most of the decisions in education are based on experimental data, but some, unfortunately, on risky assumptions. The main struggle happening in Ukrainian education now is between the new and the old system of decision making. We need to understand that political decisions should be based on data and at the same time it should go inline with evolutionary, social and spiritual transformation of the society.

Implementing leading ideas in education into theoretical and practical training of future teachers is impossible without a deep analysis of the best world achievements in education, development of new training activities, conducting different types of scientific research.

One of the interesting concepts that was discussed in early 1920^s was the concept of pedagogisation. The term pedagogisation was used to identify the teaching practices used in the process of teacher training and

aimed to educate a brilliant teacher. This concept was based on the idea that teachers have to learn Pedagogy, Psychology, attend other teachers' classes etc.

The concept of student training pedagogisation is not currently in the focus of modern researchers. At the same time, many scientists deal with the issues of teacher training. Among the scientists who develop new techniques in teacher training, study factors that influence the quality of education are N. Bordovska, L. Vovk, N. Volkov, A. Hin, A. Kuzminsky, V. Sadkina, I. Prokopenko, V. Omelianenko, A. Rean and others. Different views on the curricula of teacher training courses and experimental studies of its components were provided in the works of V. Andrushchenko, V. Byelokurov, L. Buyeva, V. Buravihin, G. Vasyanovych, V. Volchenko, T. Voronin, A. Golubev, I. Zyazyun, V. Ilyin, A. Kochergin, V. Kremen, V. Kudinov, N. Nychkalo, V. Ponomarev and others. However, there only few researches who identify the subjects necessary to be taught to future teachers. Most of the research don't identify the list of special subjects with the students of educational departments in the frame of historical retrospective and building up teachers' fundamental skills.

The article is aimed to define educational transformations held in the sphere of pedagogisation of teacher preparation process within Sloboda Ukraine in the first third of the XX century.

The first pedagogical institute in Ukraine was opened within Kharkiv University in 1803 by the decree of Alexander I "On Establishing Academies". The decree underlined the necessity of establishing teacher training courses within the Universities of Russian Empire. The document stated that every university should have teachers' or pedagogical institute.

Practically, Kharkiv Empire University was launched on November 5, 1804. The Institute was aimed to prepare teaching staff for secondary schools of the district and at the same time to give scientific and pedagogical training for applicants for various teaching positions in higher education.

Persons who graduated from university and students of II and III year of learning could be admitted to Kharkiv Pedagogical Institute. For three years they were taught to get academic education and special pedagogical training. Admitted students received the candidate degree. The most talented students, who gained the necessary knowledge for teaching and were capable of teaching themselves, received master's degree, which helped replenish the teaching staff of higher education. The Masters of Pedagogical Institute and senior gymnasium teachers, who had served in their positions for at least three years, had the right for being transferred to associate position. Curriculum assumed that future teachers of gymnasiums should know the subjects of the school they had been prepared to work at [3, p.60].

In February 1850 Minister of Education Shirinsky-Shakhmatov wrote a request to Emperor Nicholas I discussing the issue of teacher training improvement within university students preparation and the necessity of publishing the resolution "On Implementing special Pedagogical Departments in Universities" According to this resolution, lectures on Pedagogy were obligatory not only for students of History and Philology Faculties of native universities, but to all students who received funding from the government and aimed to become teachers of gymnasiums or local vocational schools, and also to students who aimed to become home mentors and paid for education themselves.

On November 5, 1850 the Department of Pedagogy was decided to be opened as a part of History and Philology Faculty of Kharkiv University. However, due to the lack of specialists for 21 months most of the staff of the Department wasn't employed. Temporarily professor's duties were performed by A. Valytskyy who were giving a course on theory of education, noting that the science of education and the art of education are different things. He divided education into two parts – spiritual and physical ones.

Of particular note is the activity of Professor M. Lavrovsky who worked in Kharkiv Pedagogical Institute. He was the graduate of the Main Pedagogical Institute, corresponding member of the Russian Academy of Sciences, and, in fact, he was sent to lead the newly formed department. On his initiative the department started working fully in 1852, and M. Lavrovsky became its head. M. Lavrovsky was teaching Didactics, Theory of education, History of Pedagogy and some pedagogical Techniques.

Based on the government decree "About Abolition of the Main Pedagogical Institute and about Establishing Special Pedagogical Courses at the University" in October 1858 the Pedagogical Institute, which functioned at Kharkiv University, was closed.

Pedagogisation of educational process of future teachers was carried out within various educational courses created on the basis of public schools, urban schools, girls' gymnasiums before the beginning of XX century in Ukraine. These were History and Theory of Pedagogy, Various Methods of Teaching, etc. On April 24, 1904 the Ministry of Education declared Pedagogy to be a compulsory subject for students of History and Philology Faculties in Kharkiv University.

Later the decision was made to launch separate institutions of teacher training. Those were Temporary pedagogical courses (1909), Temporary pedagogical practical courses for teachers of primary public schools within Kharkiv University (1912), three-year higher educational courses named after G. Skovoroda (1919) [4].

At the beginning of the XX century only 24.6% of teachers had received special teacher training [6]. Due to this some measures were taken. According to new legislation free teacher vacancies could be taken only by candidates with special educational training, and in their absence – candidates with secondary education.

On the basis of the September 1900 resolution of the Minister of Education special educational courses were opened at local schools in the Eastern Ukraine region. These aimed to prepare young people for the job position of teachers of primary schools. Among the subjects obligatory for students were Objects and Methods of Teaching, Didactics and Pedagogy.

Teaching courses in Kharkiv Province were launched in Slavic City Four-year College, Bogodukhiv three-year city vocational school and in Kupiansk Female Gymnasium. In some small cities for example Lebedyn and Akhtyrsk teacher training courses were not opened due to the lack of urban vocational schools and the fact that local village schools' facilities didn't have enough rooms available [5].

Training sessions at the courses were theoretical and practical. Curriculum of theoretical lessons included topics on *revision and reproduction of knowledge* on general subjects required by examination programs for being a teacher, *learning* the most important details of the methodology and didactics, *introduction* to the most common textbooks and teaching guidelines. Practical

tuition included *visiting* classes for the first and second year students of vocational schools, making short reports on school attendance and current students' achievement, *preparing* drafts of lesson plans and *conducting* trial lessons with their further revision by experienced teachers.

On the initiative of the Kharkiv Society of Working Women private higher courses for women were opened in Kharkiv in 1907. These courses were under subordinate of the school district trustee. In the year of the opening learning duration was set to be two years. Later it was expanded to 3, and then - to 4 years. These courses worked within two faculties – History and Philology Faculty and also Mathematics and Physics Faculty. History and Philology Faculty included Linguistic Department and Mathematics and Physics Department included Sciences and History and Mathematics Departments. According to the order of the Minister of Education signed on December 20, 1913 the certificates of these courses had the same status as university diplomas.

With the advent of Soviet authority in 1917 education became an important means of introduction of the dominant proletarian ideology to people. The leaders of the Communist Party understood that the system of education had to be completely reformed. Complete subordination of an individual child by the ideology of newly formed state became the main idea of social education institutions. Their main goal was to make a complete register of all children up to 15 years old. The list had to include the children who were included in social education and those who were not attending any educational institutions. The institutions had to use all means to ensure that children's rights are fulfilled, among the rights were financial support, education and health care. Children had to be taken away from the streets; to

complete this task homeless children were taken to special educational institutions. New institutions had also to protect the rights of those children who lived in the families but were abused or needed some social aids.

The process of teacher training for working in the institution for children's social rehabilitation was conducted by the Temporary Higher Educational Courses which were formed at the History – Philology and Physics – Mathematics Faculties of the reorganized university and the Higher Female Courses. However, due to the lack of funds and willingness of students to teach farmers' children these courses lasted only for a month. After the courses were closed the Free Academy of Theoretical Knowledge was opened in July 1920. Three institutes worked within the Academy: The Institute of Social Sciences, The Institute of Physics and Mathematical Sciences and The Teaching Institute which contained a large number of departments. For example, more than 30 departments worked in the Institute of Social Sciences, among them were Philosophy, Logics and Psychology, General History, History of Ukrainian Literature, Social Education and some others. Pedagogisation of education in the Pedagogical Institute was conducted on the basis of a number of courses: Introduction to Pedagogy, Contemporary Ideas of Education, Psychology, Spiritual Life of Children, Psychology of Children's Art, Basics of Aesthetic Education, Physical Development of Children, School Hygiene, Manual Labor, etc. [8].

A year after its foundation the Free Academy of Theoretical Knowledge was reorganized into the Institute of Education, which responsibilities included training teachers to operate in the new social environment. The new teacher was supposed to be able to carry out teaching according to

the new government's ideology. The necessity to teach in a new way led to the formation of a new abstract subject called Pedology. It was supposed to unite different sciences such as medicine, biology, psychology and education to contribute children's development. The Pedology department was opened on September 8, 1922, it included sections of Normal Pedology, Pathological Pedology, Social Pedology and Education. It was the department which provided teacher orientation to students' training. The purpose of this institution was to carry out the research on the nature of children and to prepare specialists in Pedology. In the 1925-1926 academic year The Department consisted of 30 people, who worked in 4 sections and one commission: 1) *The Section of Reflexology*; 2) *The Section of Social Pedagogy*; 3) *The Section of the History of Education and Training*; 4) *The Section of Methodology and Didactics and Program-Methodical Commission*.

On March 28, 1925 the meeting of the Presidium of The Ukrainian Science Institution decided to rename this department in the Research Department of Education [7, p. 20] with 4 sections: Methodology, Reflexology, Social Pedology, and Educational Equipment. In the same year the head of the department O. Popov wrote a petition to the Presidium of The Ukrainian Science Institution to change the status of the department and transform it into The Research and Science Institute of Education. This new institution was meant to study various issues of children, youth and adult education and learning; to teach future scientists, school and university teachers; to conduct trainings in education and to assist teachers by providing them with scientific support in different educational matters.

In the early 30s another wave of teacher education reorganization starts. Teachers then received another task they were required not only to transmit knowledge to students but also to educate them during the day and develop their personalities. Under these conditions the creation of a new social educational institution was inevitable. Based on the regulation called "Reorganization of Network of Teacher Training Institutions" signed on February 21, 1930 Kharkiv Institute of People's Education was reorganized into two institutions: The Industrial and Pedagogical Institute opened at the Department of Professional Education and the Institute of Social Education opened at the Department of Social Education.

In January 1931 Kharkiv Institute for Social Education was renamed into the Institute of Education, and later - the Ukrainian Institute of People's Education and Pedagogic Institute named after G. Skovoroda. Several requirements were supposed to be fulfilled by the higher education institutions in Ukraine. Some of them were concerned with institutions' structure, for example, creating research departments, boards, commissions, the introduction of new specialties, faculties or, conversely, their liquidation, others concerned personalities of university lecturers.

Pedology, Pedagogy and Psychology Departments were responsible for pedagogisation within these educational institutions.

1933 was the year when a new ideological and political attack on Pedology began both in reference papers and theoretical studies. In July, during the meeting of USSR People's Commissariat of Education I. Pavlovsky's made a report on the current status and work of The Ukrainian Institute of People's Education. In the order #62 dated on July, 16 the Institute was said to be littered by

"a large infestation of class-hostile bourgeois nationalist counter-revolutionary elements ... these appeared because of complete loss of political sense by the director of Ukrainian Institute of People's Education T.Pasika, including converting some sections of asylum to Petliura remnants and rogues ... "[2]. On October 8, 1933 The Organizing Bureau of the Communist Party adopted the resolution "On the work of the Ukrainian Research Institute of Education and the All-Ukrainian Association "Teacher-marxist ", which actually condemned representatives of Kharkiv educational society. As a result almost all leaders of The Ukrainian Institute of People's Education were arrested by the GPU.

The accusations did not omit other employees of Kharkiv Pedagogical Institute. Some of them were sacked, e.g the head of the Department of Pedagogy professor T. Garbuz, the head of the department of education and children's communist movement and extracurricula education prof. S. Yaroslavenko, the head of Pedology Department prof. O. Zaluzhniy, the director of the Institute Library prof. Sokolyansky etc.

In 1933 two new programs on Pedagogy and Pedology were published. Analyzing the program on Pedology, A. Zaluzhnyy underlined that the preparation for teaching activities is impossible without studying age peculiarities, considering connection of Pedology with Pedagogics and Psychology. He made an attempt to introduce the Pedology approach in Pedagogics and particular in Psychology.

Under the policy of Stalinization the nature of pedagogical processes change, it became more politically and ideologically oriented. It was then popular to criticize pedological impact on the theory and practice of collective education. The Department of Pedology was banned and liquidated under

the order of the Communist party called "About Pedological Distortions in the System of Commissariat". The departments of Pedagogy and Psychology were requested to prepare a number of reports for students and articles criticizing pseudo-science, reference books and practice of Pedology [1].

Thus, before launching of Kharkiv Pedagogical Institute teacher training had been carried out spontaneously, as the institution had undergone a number of reorganizations. Since the establishment of Pedagogy Department various kinds of training programs in education have been developed. These contributed to pedagogisation of educational process in the university and in various educational courses.

A perspective area of research is seen in indication the role of the Department of Pedagogy in future teachers' training within a particular Pedagogical Institute.

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THE PRINCIPLE OF FORMING FUTURE ECONOMISTS LINGUISTIC IDENTITY IN HIGHER EDUCATION

ПРИНЦИПИ ФОРМУВАННЯ МОВНОЇ ОСОБИСТОСТІ МАЙБУТНІХ ЕКОНОМІСТІВ У СИСТЕМІ ВИЩОЇ ОСВІТИ

Gatsenko I.A., Hryshko Y.V. The principle of forming future economists linguistic identity in higher education

The concept of linguistic personality, linguistic education and communicative competence are researched in the article; the basic aspects of culture of speech are identified. There are certain features of forming of student's linguistic personality. The necessity to form functional linguistic personality of a future economist in the process of university study has been grounded. The essence of such concepts as "linguistic personality", "communicative competence" and "speech behaviour" regarding the preparation of future specialists are