

## FEATURES OF THE TRAINING OF TEACHING STAFF (historical aspect)

*The relevance and importance of training teachers, professional development of teachers is provoked by the challenges of our time, which require a new generation the need for the rapid adaptation in the conditions of the informational and technological development of the society.*

*The article is dedicated to description and analysis of the specific period (1860-1870) that was characterized by the development of the public education, zemstvos' activity, necessity to preparing teachers.*

*It was shown to changes that have occurred in the training of school teachers in relation to the reform of the education system in the 1860s. Are denoted the main directions of the government and in the field of teacher training.*

*It was analyses the normative documents of the researching period and on this basis she generalizes the basic aspects of zemstvos' activity, role in preparing of teaching staff, positive characteristics and drawbacks of their activity*

*On the basis of the use of published to the conclusion that in the second half of the nineteenth century was the problem of the shortage of teachers. In the article explored the reasons of low material well-being of the teaching shots of schools in 1860-1870s, main from which were absence of the specialized educational establishments for the teachers, low wages.*

*On the basis of the use of published a pedagogically valuable experience of the activity of the Kharkiv province schools in 1860-1870s was determined that in the second half of the nineteenth century was the problem of the shortage of teachers.*

*In the article explored the reasons of low material well-being of the teaching shots of schools in 1860-1870s, main from which were absence of the specialized educational establishments for the teachers, insufficient funding for education, low wages.*

*The zemstvos prepared rural teachers on the base of already existent general educational establishments and gave grant by persons interested to master the profession of teacher. To improve the skills and the dissemination of advanced pedagogical ideas conducted pedagogical conferences and special pedagogical courses*

*It was found that in girls' school and high school (public and private) of the Kharkiv province due attention was paid to the practical training of the teaching staff*

**Keywords:** *education teachers, teaching staff, educational congresses, teacher training, zemstvo, public schools, district.*

**Ялліна В.Л. Особливості підготовки вчительських кадрів (історичний аспект).** *Актуальність та важливість підготовки вчителів, їхнього професійного розвитку пов'язані з викликами сучасності, які вимагають від нового покоління швидкої адаптації до нових умов інформаційно-технологічного розвитку суспільства.*

*Стаття присвячена опису та аналізу конкретного періоду (1860-1870), який характеризувався розвитком народної освіти, діяльністю земств, необхідністю підготовки вчителів.*

*Показано зміни, які відбулися у навчанні шкільних вчителів у зв'язку з реформами системи освіти у 1860-х роках. Визначено основні напрями діяльності уряду у галузі підготовки вчителів.*

*Проаналізовано нормативні документи досліджуваного періоду і на цій основі узагальнено основні аспекти діяльності земств, розкрито їх значення у підготовці педагогічних кадрів, схарактеризовано позитивні характеристики та недоліки їхньої діяльності.*

*Вирішення поставлених у статті завдань здійснено за допомогою таких загальнонаукових і спеціальних методів дослідження: аналізу та синтезу, систематизації та узагальнення.*

*На основі використання опублікованого педагогічно цінного досвіду діяльності шкіл Харківської губернії у 1860-1870-х роках було визначено, що у другій половині XIX століття виникла проблема нестачі вчителів. У статті розглядаються причини недостатньої забезпеченості шкіл вчительськими кадрами у 60-70-х рр. XIX ст., основними з яких були: відсутність спеціалізованих навчальних закладів для підготовки вчителів; недостатнє фінансування освітньої справи; низька заробітна плата.*

*Установлено, що земства Харківської губернії займалися підготовкою сільських вчителів на базі вже існуючих загальноосвітніх навчальних закладів та призначали учням, які були зацікавлені в опануванні професії вчителя, стипендії. З метою підвищення кваліфікації та поширення передових педагогічних ідей та досвіду проводились педагогічні з'їзди і спеціальні педагогічні курси.*

*З'ясовано, що у жіночих навчальних закладах (державних, приватних та духовних) Харківської губернії приділяли належну увагу практичній підготовці викладацького складу. Перспективну тематику подальших наукових пошуків вбачаємо в порівняльному аналізі змісту, форм та методів організації підготовки вчительських кадрів на різних етапах розвитку суспільства.*

*Ключові слова: підготовка вчителів, учительські кадри, земства, педагогічні курси, з'їзди, народні школи, повіти.*

**Introduction.** The current trends of school genesis, dynamics of scientific and technological modernization, and the need for the rapid adaptation in the conditions of the informational and technological development of the society keep the need to increase the professional level of teaching staff current. Considerable attention in the modernization of the modern system of pedagogical education should be paid to the historical experience in this field.

Interest in period of 60-70-s of the XIX<sup>th</sup> century is important. Then significant changes in many spheres of public life took place and the problem of teacher training became topical.

Many scholars are studying historical aspects of the pedagogical thought development including teacher training. Thus, scholars have considered problems of teachers' didactic activity in regulatory documents (V. Vychrushch); training teachers of the public school in the teachers' seminaries of Ukraine (N. Andriychuk); pedagogical activity of scientific associations of Slobozhanshchyna (O. Kovalenko); organization of pedagogical congresses and courses (L. Badia, V. Vdovenko, R. Havrysh, T. Kravchenko, S. Lysenko); revealing aspects of the problem of improving the skills of teaching staff in the press (I. Zaychenko); the role of zemstvos and civil organizations in public teachers training and their skills improvement (R. Havrysh, N. Demianenko, O. Drach, S. Zhukov, L. Korzh, O. Marmazova, N. Petrenko, N. Petroschuk, T. Povolotska, O. Rohoza, I. Yaremenko); the content of female education (O. Anishchenko, I. Malinko, T. Sukhenko) and others.

**Aim and tasks** the article is to highlight the principal directions of the training of pedagogical staff for the educational institutions of the Kharkiv province in the 60-70-s of the XIX<sup>th</sup> century.

In the process of scientific search was used the following **research methods:** application of system-analytical, historical and historical-comparative methods, analysis of pedagogical, historical literature, regulatory documents studied period; induction and deduction, comparison, system-generalizing method to draw conclusions from the results of the study.

**Research results.** In the 60's of the XIX<sup>th</sup> century, there was a real need for restructuring the entire school system due to the growth of productive forces, the complication of the social and political life. The autocracy abolished serfdom, implemented judicial, military, school, county reforms. The result was the

expansion of the network of primary and secondary general educational institutions, the emergence of new types of educational institutions.

We should explore the illustrative experience of the Kharkiv province where there was the university, the theological academy and pedagogical educational institutions. The staff of primary school teachers was complemented by the graduates of male and female gymnasiums and progymnasiums, teachers with secondary education, as well as people who had only passed the exam for the title of teacher. The training of the pedagogical staff for gymnasiums was provided by the Kharkiv University, which also included a pedagogical institute.

Local authorities were involved in building and supporting schools, managing teachers, employing and dismissing teachers, and other school affairs. After schools were under the authority of zemstvos, the zemstvo assembly instructed the school councils to inspect all schools.

Thus, the report of the Okhtyrka Municipal Council says that primary schools were out of repair, sponsored by village societies, pedagogical staff consisted of village clergy members who basically did not know anything of pedagogy, taught children according to the horologium and psalter until 1877. At the county meetings in 1877, the statute of the subsidization of public schools, the refund of half the cost of paying for teachers' salary by zemstvos was established (*Zhurnalyi 19-go Ahtyirskogo ocherednogo uezdnogo zemskogo sobraniya*, 1884).

In order to change the situation, the Kharkiv Municipal Council decided to organize 1-2 year pedagogical courses for the graduates of district colleges; to apply incentives for people who promoted public education; to introduce pensions to award rural teachers (*Otchet Harkovskoy zemskoy upravyyi za vremya ot 23 noyabrya 1865 po 1 noyabrya 1866 g.*, 1886). In 1865, at the initiative of a teacher of the 3rd gymnasium Timoshenko at the Kharkiv district college, pedagogical courses were opened. And since September 1, 1867, a pedagogical school for boys and girls was started at the Kharkiv eparchial female college (1-e prilozh. k № 10-mu Harkovskih Eparhialnyih Vedomostey, 1867).

It should be noted that in the 60's of the XIX<sup>th</sup> century, female education became more widespread, female gymnasiums and progymnasias, which could become female colleges, were established, women gained the right to teach in primary schools and in primary grades of female gymnasiums. Thus, in the Sumy female college (from 1863 it was a gymnasium of second grade, from 1873 it was a college) in 1865 there were 43 girls, the following year it had 75 girls. However, the number of girl students in the educational institutions of the town with a

population of 13 thousand residents was insignificant: 14.9% of the total number of residents who studied, and 5% of those who studied in the county (Kudinov, 2016).

Students who graduated from gymnasiums and progymnasiums and worked as assistant teachers during six months had the privileges when being hired as teachers. The private female educational institutions, which were opened in Kharkiv in the 60-70's of the XIX<sup>th</sup> century, provided the opportunity to acquire a pedagogical education. In 1860, the Mariinska Gymnasium was established where the pedagogical class was founded. Each student had the right to study one of the subjects which she would teach as a home teacher.

The initiation of scholarship allowance by zemstvos was important for the provision of teaching staff, especially for rural schools. Thus, at the session of the Kharkiv provincial zemstvo meetings in 1867, it was decided to finance scholarship holders for the title of rural teachers. In addition, the county allocated 1 thousand karbovanetz for each of three pedagogical schools (Pribavleniya k zhurnalom vtorogo Harkovskogo gubernskogo zemskogo sobraniya s 1 po 21 dekabrya 1866 goda, 1867).

The best pupils of the Vovchansk District College were sent to the Kharkiv Pedagogical College at the expense of the zemstvos on conditions that they would work as teachers during six years (Kratkiy istoricheskiy ocherk 25-letney deyatelnosti Volchanskogo uezdnoho zemstva Harkovskoy gubernii, 1891). A similar initiative to allocate scholarship allowance to people who participated in pedagogical courses with an obligation to work for five years in rural schools in the county was supported by the Kupiansk zemstvo (Zhurnaly i prilozheniya k nim chrezvyichaynogo Kupyanskogo uezdnoho zemskogo sobraniya s 15 po 18 dekabrya 1867 g., 1868).

The problem of training teachers in Zmiiv district remained acute. Thus, in 1867, there were 458 pupils, 6 teachers, 6 lawmakers (2 officials, 1 retired officer, 2 retired shevronists, 1 countryman) in 8 schools. Teachers and lawmakers got a salary in the amount of 105 karbovanetz when the cost overall was 1880 karbovanetz. The Zmiiv zemstvo was forced to tax even all local milling plants in the amount of 1 karbovanetz to improve the financial condition of schools in the county and to create reserve capital for public education (Illyashevich, 1887).

It should be noted that due to the lack of financing of schools in Kharkiv province, some of them were at risk of closing (Prilozheniya k zhurnalom Harkovskogo gubernskogo zemskogo sobraniya 1867 goda, 1868).

In order to increase the prestige of teaching activity in the 60's of the XIX<sup>th</sup> century, the pedagogical courses began to be regarded as army service

(Rozhdestvenskiy, 1902). The work of district zemstvos was complicated by the low level of teachers' salaries, which led to the teaching staff turnover.

In 1868 the conditions of personnel screening for teaching positions was changed. People who did not have a gymnasium certificate or university diploma had to pass a test. The authorities controlled the methodological training of teachers, their political views, behavior, and spiritual life.

The legislature put quite high moral demands to teachers. In accordance with the law of 1868 "On Homeschooling", home teachers and mentors could only be the representatives of Christianity, whose moral qualities were confirmed by the college administration. At the county meeting of the Kharkiv district in 1868 it was noted that among the teachers there were 10 priests, 1 widow of a priest, 2 deacons, 1 psalm reader, 13 seminarists, 3 civil servants, 1 burgher, 3 countrymen and 3 of those, who had finished the course of pedagogical sciences in the Kharkiv District (College Zhurnal ocherednogo zemskogo sobraniya Harkovskogo uezda, 1869).

In 1868, in order to prepare candidates for rural teachers of the district schools, the Kharkiv Provincial County Council approved the expenditures for the maintenance of 33 pupils in the 1 st Kharkiv gymnasium. The Kharkiv community also supported teachers and collected 1413 karbovanetz for retired teachers in 1868 (Iz vlechenie iz Vsepoddanneyshego otcheta ministra narodnogo prosvescheniya za 1868 god, 1870).

In 1868, the Sumy zemstvo appropriated 1000 karbovanetz for the maintenance of pedagogical courses at the Sumy progymnasium.

In order to involve teachers from villages in accordance with the resolution of the Kharkiv district zemstvo administration, Merefa, Vilshany and Lyptsi districts sent capable students to do a course of pedagogical sciences at the Kharkiv District College. Those students got an annual scholarship allowance (25 karbovanetz) during the education until they reached the age of 15 years. Then they had to work as an assistant teacher with a salary of 75 karbovanetz for three years. After taking the exam, they had to work as teachers for at least 6 years (College Zhurnal ocherednogo zemskogo sobraniya Harkovskogo uezda, 1869). In 1868, in order to improve the situation with the provision of educational institutions with teaching staff in Kharkiv, pedagogical classes were opened at first-class female colleges.

In 1868, after the approval of the Statute Kharkiv female spiritual educational institutions began to prepare teachers for elementary public schools. The college council selected teachers who had satisfactory certificates of education

in secondary and higher educational institutions and were approved by a diocesan bishop (Polnoe sobranie zakonov Rossiyskoy imperii, 1868).

In 1870, a so-called “pedagogical school” was created for the teaching practice of the students of the fifth and sixth grades of the Kharkiv Female Eparchial College. To ensure the growth of the number of teachers in the region schools, exams for the qualification of a teacher of the parochial school were developed. Students had to master didactics and teaching methods of subjects studied in primary school themselves.

The significant role in the training of the teaching staff was played by the activity of the Kharkiv Literacy Society (1869-1920) which organized screening and examination of teachers who could be recommended to the zemstvos and college councils; it was proposed to arrange temporary pedagogical seminars in various cities of the province (Shahovskiy, 1902). In 1870, on the initiative of the society there was a congress of teachers of public schools of the Kharkiv province, where the condition of the region education was discussed (Didrihson, 1911).

In 1869 in order to strengthen the ministerial control over the activity of local education institutions, there was the introduction of the posts of state inspectors of public schools, whose competence was to supervise teachers, the educational process and the material provision of schools (Annin, 1890). They were obliged to carefully monitor the scope and content of education, teaching methods in primary schools. It should be noted that within their jurisdiction there was a huge territory with a large number of educational institutions, which complicated the control of the educational work in public schools (Rachinskiy, 1883).

The Statute of 1871 obligated educational institutions to organize educational activities, also provided for the creation of a system of class teachers who had to inspect the academic progress, students’ morals and to be mediators between school and family (Shahovskiy, 1902).

It should be noted that in order to spread literacy among the people at Sunday schools, teachers, university professors, students, high school students, and educated women worked for free. So, evening pedagogical readings were organized for people to become familiar with the latest releases of educational literature at the Kharkiv private female Sunday school. In addition, there was “school of a young teacher”, where such activities as attending classes of experienced colleagues, conducting classes together with them, reciprocal visiting of classes were organized (Zhukova, 2001).

In the 70's of the XIX<sup>th</sup> century congresses of teachers were of great importance. Ways to improve teachers' professional training was not the only issue discussed. The agenda included such problems as living and working conditions, ways to upgrade public education (Gusev, 2009). In May 1872, the first congress of rural teachers was held in Sumy. On February 26, 1873, the Kharkiv governor allowed the congress of teachers of public colleges of the Vovchansk district. Attention should be paid to the fact that the governmental jurisdiction determined tough conditions for organizing congresses of teachers in the circular in 1875. Thus, the program had to be approved by the bureaucracy; it was forbidden to discuss issues which were beyond the school affairs at congresses; the strict selection of delegates to the congress was required.

The opening of the Vovchansk teaching seminary on July 1, 1874 was important for the provision of Kharkiv schools with teaching staff. The Kharkiv City Council allocated 1000 karbovanetzs for its activity. 33 scholars had to study at the expense of the provincial zemstvo there (Momot, 1994). However, that did not completely solve the problem of the lack of teachers

One of the valid methods of improving the professionalism of teaching staff was conducting summer pedagogical courses. They were aimed at introducing the best ways of teaching to insufficiently prepared teachers, at upgrading complementing their knowledge on subjects they taught as well. They took place with the permission of the school district trustee, students listened to lectures, discussed teachers' reports, conducted demonstration classes, and so on. In the counties analogous teaching courses were organized by the Starobilsk zemstvo in 1875, and at the Meref college in 1878.

In 1876, the trustees of the Kharkiv and Moscow educational districts received permission from the central government to admit to office those who did not have the title but had teaching talent. Graduates from higher and secondary educational institutions were exempted from special examinations for the title of primary school teacher. They had to conduct a trial lesson (Sbornik postanovleniy po Ministerstvu narodnogo prosvescheniya, 1878).

**Discussion.** The social significance of teacher training is increasing in the context of building a New Ukrainian school through teacher trainings, educational congresses, and grants. It is proved that the zemstvos of the Kharkov province, public figures have created conditions for the training of teachers, advanced training.

**Conclusion.** Thus, in the Kharkiv province in the 60-70-s of the XIX<sup>th</sup> century there was an extensive network of institutions that provided teacher



training. The main problem of the province was a very low general educational level of the population. The training of teaching staff took place in the process of the collaboration of the local self-government bodies, state authorities and the Orthodox Church. During the studied period there was the lack of teachers, especially in rural areas, as well as the lack of funds for their training. Among the positive trends there was the increase in the costs for teacher training, regular staff development. The number of teachers who had special training increased. To attract students to educational institutions, zemstvos appointed scholarship allowance. Establishing pedagogical institutes played a significant role in the professional training of teaching staff. Teachers for rural schools were trained at the educational institutions in the counties. The opening of pedagogical classes in female gymnasiums and the permission to train teachers in religious schools became an important source of the replenishment of teaching staff. The pedagogical community created the conditions for the training of teachers: organized conferences, teaching courses and congresses.

The prospective topics of the further scientific researches include the issue of the comparative analysis of the content, forms and methods of organizing teacher training at various stages of the society's development.

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Дата надходження статті до редакції: 28.05.2020 р.

Стаття прийнята до друку: 18.06.2020 р.