

HISTORY OF PEDAGOGY

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The peculiarities of organizing pedagogical courses in Podillia in the first quarter of the twentieth century

Tetiana Zuziak, Oleh Melnychuk, Oleksandr Vovkovynskyi

Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University

Abstract. Based on archival and literary sources, the article examines the history of the creation of Vinnytsia short-term pedagogical courses for school, preschool and out-of-school education workers, Higher permanent 3-year pedagogical courses (Vinnytsia, Tulchyn, Bershad, Olgopil, Haysyn, Tyvriv, Khmilnyk, Nemyriv, Zholoby, etc.), which were established to provide teachers for all types of schools in Podillia in the first quarter of the twentieth century. The changes and innovations in the educational process of pedagogical courses have been considered, the peculiarities of the professional training of future teachers in the history of the formation of the national pedagogical system have been highlighted. It has been proven that pedagogical courses were almost the only pedagogical training that provided the retraining of teachers in the conditions of the transition period of pedagogical education, and as a result - the actual lack of professional training of future teachers, which negatively affected the entire educational system of Podillia, where graduates of pedagogical courses were working. It has been proven that pedagogical education has undergone numerous reforms and will continue to require in-depth study in the first quarter of the twentieth century in Podillia. Pedagogical courses were intended to improve the professional training of future teachers, to upgrade their future activities - to systematize purely pedagogical training, to acquaint them with the basics of didactics and methodology, with the best methods and techniques of teaching. It has been proven that, during the researched period of practice, the courses were assigned the same tasks that were to be performed by the pedagogical educational institutions, however, they could not replace the training of teachers in special pedagogical educational institutions.

Keywords: pedagogical courses, Podillia, professional preparation of the teacher

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Особливості організації педагогічних курсів на Поділлі в першій чверті 20 століття

Тетяна Зузяк, Олег Мельничук, Олександр Вовковинський

Вінницький державний педагогічний університет імені Михайла Коцюбинського

Анотація

В статті на основі архівних та літературних джерел розглянуто історію створення Вінницьких короткострокових педагогічних курсів для працівників шкіл та працівників дошкільної та позашкільної освіти, Вищих постійних 3-річних педагогічних курсів (Вінницьких, Тульчинських, Бершадських, Ольгопільських, Гайсинських, Тиврівських, Хмільницьких, Немирівських, Жолобянських та ін.), які були створені для забезпечення вчителями всіх типів шкіл Поділля першої чверті 20 століття. Розглянуто зміни та новації в освітньому процесі педагогічних курсів, виділено особливості професійної підготовки майбутніх учителів в історії становлення вітчизняної педагогічної системи. Доведено, що педагогічні курси були чи не єдиною педагогічною підготовкою, яка забезпечувала перепідготовку вчителів в умовах перехідного періоду педагогічної освіти, і як наслідок – фактична відсутність професійної підготовки майбутніх педагогів, що негативно вплинуло на всю освітню систему Поділля, в якій працювали випускники педагогічних курсів. Доведено, що на Поділлі в першій чверті ХХ ст. педагогічна освіта зазнала численних реформ і надалі потребує поглибленого вивчення. Педагогічні курси мали сприяти покращенню професійної підготовки майбутніх вчителів, вдосконаленню майбутньої діяльності учителя – систематизації суто педагогічної підготовки, ознайомлювати їх з основами дидактики й методиками викладання, із кращими методами і прийомами викладання. Доведено, що на практиці в досліджуваний період на курси були покладено ті ж завдання, що мали виконувати навчальні заклади педагогічного спрямування, проте, вони не змогли замінити підготовку вчителів у спеціально-педагогічних освітніх закладах.

Ключові слова: педагогічні курси, Поділля, професійна підготовка вчителя

Statement of the problem. The implementation of large-scale educational reforms is impossible without a fundamental modernization of the entire system of pedagogical workers training, which can be implemented only when the teacher acquires a decent social status. Orientation of society towards European standards and values and the best international traditions requires appropriate systemic changes in the education area. Solving the complex tasks of integrating national education into the global educational space is impossible without a thorough study of one's own historical past, thereby, the experience of pedagogical courses prepared by pedagogical personnel, in particular in Podillia of the first quarter of the twentieth century, is relevant. The study and analysis of literary sources and archival materials of the first quarter of the twentieth century

allows us to assert that the new socio-economic conditions required changes in the entire education system, and in this regard, the problem of fundamental changes in the system of teacher education arose.

Analysis of recent research and publications. A holistic view on the training of future teachers in Podillia becomes possible thanks to the formation of both modern editions and editions of the Soviet period and archival documents. Many works of scientists of the Soviet period are devoted to the study of this problem: M. Zotina, Ya. Mamontova, Ya. Ryappo, S. Syropolka, S. Chavdarova, Ya. Chepiha and others. Among modern scientists, we should highlight the following ones: L. Anokhina, L. Berzovska, M. Demyanenko, O. Dubaseniuk, M. Yevtukh, T. Zuziak, O. Komarnytskyi, V. Kurilo, O. Lavrynenko, V. Luhovy, V. Maiboroda, O. Sukhom-

lynska, O. Trinus, and others, who paid attention to the training of teachers of the mentioned period. At the same time, the problem of training a future teacher in Podillia in the first quarter of the twentieth century is not fully studied in philosophical, historical and pedagogical scientific works. The exception is Tetyana Zuziak's monographic study "The Establishment and Development of Pedagogical Education in Podillia (late eighteenth - beginning of the twentieth century)", published in 2017. The source base of the study comprised with the materials of the State Archive of Vinnytsia region.

The purpose of the article is to consider the peculiarities of the organisation of pedagogical courses and determine their role in the system of teacher training in Podillia in the first quarter of the twentieth century.

Summary of the main material. In order to improve the quality of teacher training in Podillia, permanent one-year, two-year, and temporary general pedagogical courses and summer vacation courses were organised in the early twentieth century to deepen scientific knowledge of pedagogy and psychology. The main aim of the introduction of teacher training courses was to prepare young people with lower education for the primary school teacher examination and to acquaint them theoretically and practically with the organisation of the primary school process, as well as to increase the number of people eligible to hold teaching positions. Besides, in June 1907, the Ministry of Education issued new regulations on permanent pedagogical courses, according to which pedagogical courses could be two-year and three-year. In 1910, a new law was issued to reorganise one-year pedagogical courses into two-year courses. However, the aim of the courses remained the same, and the programme of theoretical and practical knowledge was expanded. Singing, music, gardening, horticulture, and beekeeping were allowed to be taught in accordance with the specifics of local needs. In accordance with the above-mentioned "Rules" in 1912, 4 groups of pedagogical courses were established in Podillia: in Kamianets at the men's two-class school, as well as at the Vinnytsia women's higher primary school, Baltsky and Proskurivskyi men's higher primary schools. In 1912, 1914, 1916, summer short-term pedagogical courses were organized at the Vinnytsia Teachers' Seminary. The peculiarity of the classes was that some (theoretical) classes were held with all the students, while other special classes were held with separate groups (theoretical and practical). The first

classes were organised for students who needed to expand their outlook, while others were for those who wanted to deepen their knowledge of the profession and master more modern teaching methods (Zuziak, 2017, p. 273).

With the occupation of Ukraine by the Bilshovyk troops, in March 1919, a new school reform was initiated by the decision of the 8th Congress of the RCP(b). In May 1919, by the order of the Podillia Provincial Committee, educational institutions began to gradually close, including the Vinnytsia Teachers' Seminary. By the end of 1919, almost all educational institutions in Vinnytsia ceased to exist (Popovych, 1998, p. 588). The above-mentioned facts testify to the lack of pedagogical personnel in Podillia during the mentioned period, since not all pre-revolutionary pedagogical workers shared the ideas and principles of Soviet education and upbringing and were ready to put them into practice. That is why the new government was acutely faced by the problem of training future teachers.

The closure of pedagogical educational institutions, the shortage of a great number of teachers, and the Bilshovyks' desire to train new personnel on communist ideas forced local authorities to organise special courses for school and pre-school and out-of-school education staff. Thus, according to the decision of the Vinnytsia Provincial Department of Public Education dated June 14, 1919, 5-week pedagogical courses were organized to train employees of the unified labor school (DAViO, F. R.-254, sheet 2). Among the main educational problems discussed at the meetings of the authorities were questions regarding types and kinds of courses; the number of students who were to be covered by them; involvement of lecturers in conducting classes; budget of events, etc. The members of the commission decided the following: to organize courses for employees of schools and preschool education institutions. It was also decided to take the necessary measures to organize special courses for those working in the field of extra-curricular education in the nearest future, together with the Hubviyskyi education campaign, through the inclusion of courses in special disciplines to the program, the organization of a children's playground, etc. In terms of numbers, the training courses for school staff were to cover 320 to 340 students, and for preschools - 60 to 80. Considering the lack of teachers, it was decided to invite the best teachers from Kyiv to teach the courses, providing them with a decent salary, apartments, and equipment. In addition, measures were taken to

provide cadets with daily allowances, an apartment and a desk (DAViO, F. R.-254, sheet 2).

The content of educational programs has also undergone some significant changes. In particular, the unified labor school (pedagogical and theoretical innovations), social education, physical education, child labor hygiene, physical and spiritual life, basic issues of extracurricular education, etc., took a significant place among the subjects (DAViO, F. R.-254, sheet 4). Courses for school workers were served by 3 counties: Vinnytsia, Bratslav, and Lityn with the cities of Zhmerinka, Bratslav, Tulchyn, Nemyriv, Lityn, and Khmilnyk. Preschool courses covered, in addition to the mentioned ones, the Haysyn district with the city of Haysyn, as well as other counties. In addition, during the specified period, the same short-term courses were started in Vinnytsia, Kamianets-Podilskyi, Olhopil, Mohyliv-Podilskyi and Tulchyn (DAViO, F. R.-254, sheet 23).

The first Soviet educational institutions appeared already in 1920 after the reform of higher education in Ukraine. So, in the same year, the Vinnytsia Teachers' Seminary was transformed into a pedagogical school, which was later transformed into "Higher Permanent Three-Year Pedagogical Courses" (*Zapysky Vinnyts'koho ukrayins'koho pedahohichnoho tekhnikumy*, 192, p. 127). However, the conditions at the courses were extremely difficult. The message of the Podillia gubernatorial committee of professional education dated August 29, 1921 stated: "It is difficult to imagine worse conditions for school work than those in 1921-1922 for the pedagogical courses. One more year like this and nothing will be left of the school, only the name. Teachers are almost unpaid, they only have to work for firewood and vegetable gardens. It is difficult for people to remember their own responsibilities in such a situation. In winter, they had to work in such cold weather that the listeners had to wonder how they withstood it" (DAViO, F. R.-254, sheet 28).

The analysis of archival sources gives reason to claim that in 1922 the Vinnytsia "Higher Permanent 3-Year Pedagogical Courses" were renamed as "3-Year Social Education Pedagogical Courses". Since then, the gradual process of reforming the institution began, with its peak in 1923-1925 (DAViO, F. R.-256, sheet 219). Regarding the organization of training, there were implemented the following organizational forms during the courses: teacher's diary; unit distribution of student work; unit diary. Besides, the laboratory system was introduced: several more laboratory rooms were added to the existing

ones - organic nature, inorganic nature, pedagogical and agronomic - and the number of them was increased to 10-11. Classrooms and the bell system were cancelled (DAViO, F. R.-256, sheet 221). There were also short-term preparatory courses to prepare listeners for recruitment. The courses covered the initial course of the Ukrainian language, Ukrainian literature, linguistics, mathematics, physics, biology, pedology, pedagogy, didactics, administrative management, school hygiene, organization of the work of educational institutions, economic geography, political economy, Soviet law, historical material, zoology, botany, fine arts, methods of comprehensive training, methods of professional education (DAViO, F. R.-256, sheet 41).

"Higher permanent 3-year pedagogical courses" began their work on the entire territory of Podillia. In particular, during a short period of time, course classes began in Zholobiansk (Yampil district), Bershad, Tulchyn, Olhopil, Haysyn, Tyvriv, Khmilnyk, Mohyliv-Podilsk, Nemyriv, Kamianets-Podilskyi (DAViO, F. R.-254, sheet 2). After completing the 3-year pedagogical courses, students were intitled to teach in folk labor schools, as well as to enter the institutes.

As for the peculiarities of the organization of the educational process, the pedagogical courses had three cycles - pedagogical, social science and production. During the pedagogical course, students studied: the work of children's institutions; general psychology; anatomy and psychology; general principles of pedagogy; labor education, its history and forms of organization in terms of modern pedagogical tendencies; pedagogical systems in their historical change; didactics of labor school; hygiene of childhood and the sanitary condition of children's institutions (DAViO, F. R.-842, sheet 11). At the Tulchyn courses, the pedagogical cycle included the study of pedagogy, social education, pedology, labor school didactics, defectology, singing, music, anatomy and physiology, preschool education, political literacy, the alphabet of communism. An important role in the training of future teachers was assigned to the subjects of the artistic and aesthetic cycle, in particular fine arts. For example, the course included the following topics: elementary drawing, life drawing, perspective, technique, composition, sculpture technique, its types - bas-relief, high relief, theory and history of art (ancient, medieval, renaissance, contemporary) (DAViO, F. R.-847, sheet 18).

Special attention was paid to pedagogical and social work in rural areas in the spring and summer

trimester. In particular, students of Tulchyn higher 3-year pedagogical courses were offered the following topics: "Rural life (in the household life - farming, handicraft production, trade)", "Family, christenings, public and political holidays", "Cultural and educational institutions, religion, beliefs, superstitions", "The nature of the village and the dependence of agriculture on it", "Natural resources, communication routes. The influence of the specified conditions on the nature of the peasantry, its social and economic activity", "The village council and its departments (economic, administrative, cultural and educational)" and others (DAViO, F. R.-847, sheet 20).

The statute for higher 3-year pedagogical courses also provided for the organisation of own experimental children's institutions for active and passive pedagogical practice. In particular, in order to achieve the appropriate level of practical training, in 1922, at the Vinnytsia 3-year pedagogical courses, pedagogical practice was organised in an experimental model school, but after the first pedagogical conference in 1922, it was eliminated. The property of the school, students and employees was transferred to the 1st labor school named after M. Kotsyubynskyi, and the practice of students, both active in the third year and passive in the second year, was organized in mass institutions of social education, mainly in labor schools. However, over the next few years, the practice was limited to passive study of the organization of work in children's institutions (Zapysky Vinnyts'koho ukrayins'koho pedahohichnoho tekhnikumy, 192, p. 113).

The poor preparation of future students also had a negative impact on the quality of education. Thus, according to archival data, in 1925, only 8 people with relatively appropriate training (vocational school, second-class teacher's school) entered the Tulchyn pedagogical courses for 80 vacant places. At the same time, the educational committee noted that, in the absence of a preparatory course, it will be impossible to complete the first course of the 1926-1927 academic years (DAViO, F. R.-847, sheet 292).

It is also worth emphasising that the intensity of academic work among students has decreased due to the difficult conditions of the students' stay in the courses. These included: fatigue caused by difficult financial situation, malnutrition, and overload of community service; short duration of the workshop in the countryside due to difficult living conditions and hunger; lack of relevant literature and inability to purchase it. The documents of that time stated: "Higher pedagogical 3-year teacher training courses are a pedagogical educational institution due to the ideological necessity, since education in general is needed in such cases" (DAViO, F. R.-254, sheet 31). The above facts from archival sources show that pedagogical courses were almost the only pedagogical training that provided retraining of teachers in the conditions of the transitional period of teacher education, and as a result, the actual lack of professional training of future teachers. This had a negative impact on the entire education system in Podillia, where graduates of pedagogical courses worked.

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Про авторів

Тетяна Зузяк, доктор педагогічних наук, професор,
декан факультету мистецтв і художньо-освітніх
технологій,
e-mail: tetiana.zuziak@vspu.edu.ua,
<https://orcid.org/0000-0002-5437-0272>

Олег Мельничук, доктор історичних наук, професор,
завідувач кафедри всесвітньої історії,
e-mail: oleh.melnychuk@vspu.edu.ua,
<https://orcid.org/0000-0002-1901-3149>

Олександр Вовковинський, аспірант,
e-mail: vovkovinskijs@gmail.com,
<https://orcid.org/0009-0009-5984-7947>

About the Authors

Tetiana Zuziak, Doctor of Pedagogical Sciences,
Professor, Dean of the Faculty of arts and artistic and
educational technologies,
e-mail: tetiana.zuziak@vspu.edu.ua,
<https://orcid.org/0000-0002-5437-0272>

Oleh Melnychuk, Doctor of Historical Sciences
Professor, Head of the Department of World History,
e-mail: oleh.melnychuk@vspu.edu.ua,
<https://orcid.org/0000-0002-1901-3149>

Oleksandr Vovkovynskiy, Postgraduate student,
e-mail: vovkovinskijs@gmail.com,
<https://orcid.org/0009-0009-5984-7947>