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ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНА ДІЯЛЬНІСТЬ І. П. ЛЬВОВА

Стаття описує діяльність І. П. Львова як завідувача кафедри педагогіки Чернігівського педагогічного інституту.

Було вивчено рукописну працю вчителя при проведенні державних іспитів, проаналізовано щорічні звіти кафедри педагогіки, складені І. П. Львовим за 1950-1951, 1951-1952, 1952-1953 навчальний рік, плани кафедри та план заняття зі студентами 2 курсу, українськими та російськими кафедрами гуманітарного факультету.

Особисті якості вчителя були проаналізовані в кількох архівних документах. Це показало, що І. П. Львів був мудрим викладачем і морально чесним до студентів та колег, творчим для підтримки кафедри педагогіки, а також лабораторії психології при ній усім необхідним обладнанням для самостійної освіти студентів. Він презентував новаторські педагогічні ідеї та впровадив їх у педагогічний процес кафедри педагогіки.

І. П. Львів взяв на себе ініціативу щодо реалізації навчальних заходів серед учнів, таких як доповіді, лекції про плани органів народної освіти, органів шкільної освіти, шкільної адміністрації, батьківських комітетів та керівництва педагогічних гуртків.

І. П. Львів вважав за необхідне, щоб викладачі інституту читали популярні лекції батькам студентів. Студенти інституту мали долучитися до роботи класних керівників, проводити з учнями різні види аудиторних та позакласних заходів.

Проаналізовано звіт про навчально-методичну роботу кафедри педагогіки На кафедрі педагогіки під керівництвом І. П. Львова робочі навчальні програми з усіх дисциплін кафедри були своєчасно заслухані на регулярних засіданнях. І. П. Львів у звіті вказав позитивні моменти щодо навчальної діяльності, яку проводили протягом навчального року викладачі кафедри педагогіки щодо зміни робочих планів кафедри.

Ключові слова: І. П. Львів, план роботи для занять, план роботи кафедри педагогіки, щорічний звіт.

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PROFESSIONALLY-PEDAGOGICAL PREPARATION OF TEACHERS OF PUBLIC SCHOOLS IN TEACHING SEMINARIES OF UKRAINE

The article deals with the analysis of professionally-pedagogical preparation of teachers of public schools of teaching seminaries of Ukraine, that can become valuable acquisition for professional preparation of specialists of the modern system of pedagogical education. An important accent have been done on history, forming of maintenance and principles of professional preparation of teachers of public schools in teaching seminaries. The article analyzes the tendency of instability and relative unsystematic of preparation of teachers registers for public schools, that partly predetermined by educational reforms in industry of primary education. It has been proved that requirement to semantic part of professional preparation of teacher of public school were in direct dependence on a social order on the level of its qualification. The general preparation of future teacher was limited, at the same time professionally pedagogical preparation was in the comparatively best state.

The future teachers of public schools often have been studied German classic pedagogics, and educational practice rendered substantial influence on the level of professional preparedness of future teachers of public schools.

Keywords: professional preparation of teacher, public schools, teaching seminary, maintenance of education, principle of education, pedagogical practice.

Formulation of the problem. Preparation of skilled teacher is one of the major scientific, technical and practically professional problems, on the decision of which success of alteration of the system of education depends in a country. The basic objectives of pedagogical educational establishments is realization of high-quality professional preparation of teacher which corresponds to the modern requirements of studies and education of young people. According to the features of the modern stage and prospects of development of pedagogical education there is reformation of maintenance of preparation of future teachers; new requirements are formed to their professional competence; new specialties are introduced, methodology and technology

training have been updated. Historical experience of development of pedagogical education didn't lose its significance today. Experience of preparation of teachers of public schools can be important for professional preparation of specialists of modern system of pedagogical education.

Analysis of recent researches and publications. Historical and pedagogical analysis of the development of professional training of future teachers interested many Ukrainian scientists-teachers. In particular, V. Velichkina, N. Demyanenko, I. Kolesnik, T. Stolyarchuk and others. They studied the issues of teacher training in Ukraine in the 19th – the first half of the 20th century, and its activities in public schools; A. Arseniev, N. Zikiev, M. Kuzmin and others studied

the problems of organization the educational process in the teacher's seminaries; the formation of a national school in Ukraine became the subject of study of N. Kalenichenko, M. Stelmakhovich, B. Stuparik, M. Yarmachenko and others; the development of professional pedagogical education, including the Higher Education, studied V. Maiboroda, F. Panachina and others.

Research presentation. According to research by scientists of the 19th and 20th centuries, teaching seminaries have become an organizational and professional basis for the staffing of popular schools. Many progressive native teachers and publicists devoted their works to the study of the literacy of peasants. Well-known teachers-scientists of the end of 19th – the beginning of 20th centuries have been formulated many theoretical positions about the necessity of methodical and practical pedagogical preparations of teacher. Well-known teachers (S. Vasilchenko, B. Grinchenko, M. Korf, T. Lubenets and others) themselves worked as teachers in public schools. The works of M. Drachmanov, M. Korf, K. Ushinsky and other prominent teachers of the second half of the 19th and the beginning of 20th centuries have been described the significant interest in the study of this problem. They proved the necessity of scientific and practical training of the teacher, considering it as the unity of three main areas: general education, general pedagogical and practical area.

In the teachers' seminaries of Ukraine in the second half of the 19th and early 20th centuries, there were the content of teacher training that was directed at the appropriate time for a social order and provided students with elementary knowledge of teaching methods and fragmentary pedagogical skills. Thus, in the seminaries a course of pedagogy was taught, which included the history of pedagogy. Seminarists studied elements of the theory of education, principles and methods of teaching. Particular attention was done the study of foreign pedagogy, first of all, the German pedagogical theories of J. Pesalotzzi, F. Frebel, A. Distervega. The great attention of teachers in studying the course of pedagogy was given to the assimilation of the principles of teaching by future teachers. In the programs of pedagogy and methodological recommendations of the teachers who compiled these programs, we can find almost all the principles of learning, known today. The principle of the nature of the correspondence of the organization of learning ("Educate according to nature"; "Take into account the natural stages of human development; apply the physical and mental activities of the student, the game, the imagination and the ability to observe; use such subjects as tales, biographies, amazing features of famous people and biblical stories"; "Educate in the students the ideas, thoughts and aspirations of the educated person, a true citizen of their country."). The principle of continuity and prospects ("Start teaching from the point at which the student is, show condition the knowledge of the student before the beginning of teaching, avoid retraining, but apply gradualness and continuity of lessons; teach as little as possible but thoroughly; repeat the subject while studying; avoid mixed concepts and do not make ready conclusions for the student"). The principle of systematic learning ("Go from near to far, from easy to complex, from the known to the unknown, teach elementary, not scientific or dogmatic way"; "Try to achieve that the pupils remember everything they learned; repeat the previous material, discuss the content of the proclamations, songs and poems, and develop the memory of children"). Principle of visibility ("It is necessary to teach clearly, this rule is the basis of any education of children and young people; start teaching the subject from the fact, not the principle"). Principles of

accessibility ("Do not teach what the student can not understand, the truth that is learned, but not understood, is harmful; cheer and desire to learn are a sign of understanding; laziness and apathy are born due to misunderstanding of the case..."). Teach available, so that the student could himself tell what he learned. "The principle of individualization and differentiation of learning ("Take into account the personality of the student, his individual characteristics, preserve innate abilities and talents of the disciples") [12, p. 32-34].

In periodicals of that time, sometimes the articles appeared related to some aspects of the organization of the educational process, for example, the schedule of classes. In colleges, the schedule of classes was based on the principle – from more complex subjects to simpler ones. For example, mathematics was a more complex subject and had to be included in the schedule by the first lesson, and singing as a simpler subject was the last. Such a division of objects according to the degree of their complexity caused ambiguous evaluation. Some authors believed that the complexity of the subject is very categorical for some children, mathematics may be a simpler subject than singing, and vice versa. Particular attention was paid to the style of behavior and clothes of the teacher, referring to the associative perception of the child – what more pleasant impression of student about a teacher, the more persons interested he studies [7, p. 77].

In their articles in the periodical press, some educators drew the attention of the public to the importance of a deeper study of individual subjects, such as, for example, mathematics and science. They noted that the future folk teacher had to possess them fully in order to be able to teach them at school. With regard to natural science, it was worth teaching children to listen to nature, be able to observe it, noticing everyday phenomena of the natural environment [5, p. 163].

It is known that the course of teaching in the teacher's seminaries lasted three years and was too short in order to provide the seminarians with general and special training. The main task of the teachers' seminaries was religious education, which contributed to the formation of the personality of the national teacher in the spirit of obedience and devotion to the throne and church. Estimating the content of education in the teaching seminary, Andriychuk N. distinguishes such semantic blocks in it: a) *social and spiritual*: theology, sacred history, catechidology, national history; b) *linguistic*: Russian and Church Slavonic languages; c) *natural sciences*: geography, natural sciences, mathematics; d) *special*: the history of pedagogy, the methodology of initial education [1, p. 153].

In the 1878 – 1879 academic year among the subjects studied by the seminarians were: Russian, Church Slavonic, history, arithmetic, geometry, the doctrine of worship, kathazis, sacred history, national history, geography, natural history, the history of pedagogy and the methodology of elementary education. The curricula of all these subjects were composed by teachers of seminaries. The teacher of the subject "The Law of God" compiled a program of three subjects: "Law of God", kathazis and sacred history. The teacher also participated in the development of a curriculum on national history. Teachers' Seminaries were provided with some pedagogical journals and manuals: "Folk School", "Family Evenings", a collection of children's songs and dance games, school gymnastics, a map of sacred history. Such educational methodology helped teachers to create curricula for subjects taught in the seminary [6, p. 9-10].

The subject of sacred history was the actual study of the Bible. The program on this subject covered all major events related to the Holy Scriptures. The program of the national history included the question of studying by the seminarians

all the basic facts of the history of state development – from the reign of Peter I and Nikolai I.

Natural sciences (geography, natural sciences and mathematics) were taught from the first to the last years of study and covered very large amount of material. The geography program was built in such a way as to give the future public teacher a general idea of the structure of the earth. The emphasis was only on the geography of Europe. This part of the world was limited to the geographical representations of the seminarians. By the course of geography included also elementary notions of astronomy: the calendar of the planets, the movement of the moon, etc. The program of natural science was for a period of three years. In the first class students studied only elementary concepts of land, water and plants. In the second and third grade, the seminarians studied sections such as anatomy and physiology of man, physics, botany, electricity and others. During the third grade it was introduced a section of the subject, as "about teaching...", that is, the teaching method [1, p.152].

History of pedagogics was based on the studies of ancient scientists and experience of German teachers because of the lack of the theory of native pedagogy.

The content of teacher training for public schools was determined by the mastery of the knowledge, skills, personal qualities of future teachers of public schools in the context of the content of education in the teacher's seminaries.

Knowledge: the bases of pedagogics (didactics, theory, education), the history of pedagogics (mostly German pedagogical theories), the foundations of psychology, the fundamentals of teaching methods in the public school.

Ability: to realize the main principles of learning to establish the appropriate relations of pedagogical analysis to stimulate and motivate students for organizing the educational process at the public school.

Skills: work with text, use of visibility, pedagogical analysis, leadership in the educational process in public school, acting skills, listening and correct statement of questions and tasks.

The personal qualities of future teachers of public schools in the context of the content of education in the teacher's seminaries: love for children, deep religiousness, interest in pedagogical activity, peacefulness, patience, a conciliatory attitude towards their social status, pedagogical tact, observation.

In practice, for a transition from one class to another, seminarists had to pass examinations. Pupils who completed the first class under the conditions of transfer to the second grade differed only in the number of required exams: they had to make one exam less – 9, seminarists of the second class, as well as graduates made 10 exams at the end of the year. The list of exams included: mathematics (written and oral), Russian (written and oral), history, natural science, geography, singing and calligraphy. In the second grade, the list was added to the pedagogy, and in the third grade instead of the writing up, it was necessary to make pedagogy orally and in writing.

In the teachers' seminaries, it was practiced sometimes to allow seminarians who did not successfully pass the exam, but it happened infrequently. Exceptions to the rules were made by soliciting the Pedagogical Council and the director of the seminary of the educational district. Such solicitor was given, if the seminarian showed exemplary behavior, diligence, and presented hopes. Such retraining of exams was intended only in the first and second grades; in the third grade, reassembly was not intended [10, p. 9-10]. The content of the study subjects studied in the seminaries was saturated with a large amount of actual material, which could be learned by simple memorization, and mostly learning by heart.

In determination of the system of educational practices teaching seminaries it was relied on the great experience of craft students and used the achievements quite carefully: first, observing of the work of the lessons by experienced teachers, then conducting lessons under the guidance of a teacher, and after that – an independent practice. Accordingly, teaching seminaries in the last class inculcated an obligatory visit the pupils of lessons of experimental teacher, since the first semester of the graduation class, and only from the second half – independent work of the students themselves [4, p. 43; 6, p. 59].

Practice began in the second half of the course. Along with the passing of the practice, pedagogy and teaching methods were studied, and constant guidance on practice by experienced teachers was provided [4, p. 48].

Over the course of one and a half years of practice, each seminarian had about 80 days of direct residence in the school, that is, about 15% of the total time spent in the teacher's seminary. During this time, they needed to: attend a teacher's lessons, partly help him during 4 weeks; listen and participate in the discussion of 140– 00 lessons of other pupils; teach 5-6 lessons oneself, in the presence of the mentor of the seminary, the teacher of elementary school and all pupils of the third grade of the seminary; in the presence of only elementary school teachers, 20– 22 lessons [3, p. 98].

V. Flerov, director of one of the teachers' seminaries, wrote: "The teacher's lessons, his attitude toward the children, his methods of teaching, the maintenance of order, education, his own manner, which the pupils are observing, have an extraordinary influence on them, and becoming samples, remain in their memory for life" [8, p. 127].

On March 11, 1902, a valid Provision on the Teachers' Seminary was issued, according to which it was decided to proceed to the gradual transfer of seminaries with a three-year term of study for a four-year term. Back in 1881, the directors of some seminaries filed a petition to the Ministry of Public Education to increase the time of their studies from three to four years due to an absolute lack of time for the pupils. The Ministry of Public Education, however, initiated an increase in the period of study in the teacher's seminaries at the beginning of the 20th century, however, this idea was not supported by the leaders of seminaries, first of all, because of the lack of schoolrooms, teaching staff and funding [11, p. 18].

For 56 years, the Ukrainian seminary teachers of the second half of the nineteenth and early twentieth centuries worked and developed, therefore the forms and methods of teaching in these educational institutions can not be characterized by consistency. At the beginning of the teaching seminary, seminarians were too busy in training and had almost no free time. But over the years, the work of the seminary was streamlined and, as a result, at the end of the nineteenth century, a school of education for the preparation of elementary school teachers was created in Ukraine.

Conclusions. On the basis of the analysis of scientific studies it has been found that the development of Ukrainian teacher seminaries contributed to the increase the interest of scholars and progressive pedagogical community in developing the scientific basis for teacher training for public schools. However, there was a tendency for instability and relative unsystematic training of teachers for public schools, partly due to educational reforms in the field of elementary education. Requirements for the content part of the vocational training of the public school teacher were directly dependent on the social order to the level of his qualification. The general education of the future teacher was rather limited, and the pedagogical education was in a relatively better condition. The study of future teachers of public schools of

pedagogy often reduced to familiarity with the German classical pedagogical theories, educational practice had a significant impact on the level of professional preparedness of future teachers of public schools for professional activities. Studying the experience of training future teachers of public schools will help to realize the need to improve the content and procedural components of future teacher training for a modern school.

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ПРОФЕСІЙНО-ПЕДАГОГІЧНА ПІДГОТОВКА ВЧИТЕЛІВ НАРОДНИХ ШКІЛ В УЧИТЕЛЬСЬКИХ СЕМІНАРІЯХ УКРАЇНИ

Здійснено аналіз професійно-педагогічної підготовки вчителів народних шкіл учительських семінарій України, який може стати цінним надбанням для професійної підготовки фахівців сучасної системи педагогічної освіти. Важливий акцент зроблено на історії, формуванні змісту та принципів професійної підготовки вчителів народних шкіл в учительських семінаріях. Зазначється, що у семінаріях викладався курс педагогіки, який включав у себе й історію педагогіки, де семінаристи вивчали елементи теорії виховання; принципи та методи навчання. Історія педагогіки ґрунтувалася на працях стародавніх вчених і досвіді тогочасних практиків та німецьких педагогів через брак теорії вітчизняної педагогіки. Зокрема, особлива увага зверталася на вивчення педагогічних теорій Й. Песталоцці, Ф. Фребеля, А. Дістервега.

Зміст професійної підготовки вчителів для народних шкіл визначався оволодінням знаннями, уміннями, навичками та особистісними якостями майбутніх учителів народних шкіл у контексті змісту освіти в учительських семінаріях.

У статті відмічається тенденція до нестабільності і відносної безсистемності підготовки вчителів для народних шкіл, що частково зумовлювалася освітніми реформами в галузі початкової освіти. Підкреслено, що вимоги до змістової частини професійної підготовки вчителя народної школи знаходилися у прямій залежності від соціального замовлення на рівень його кваліфікації. Достеменно об'єжено була загальноосвітня підготовка майбутнього вчителя, в той же час професійно-педагогічна знаходилася у порів'язанні кращому стані. Вивчення педагогіки майбутніми вчителями народних шкіл часто зводилося до ознайомлення з німецькими класичними педагогічними теоріями, та навчальна практика справляла суттєвий вплив на рівень професійної підготовленості майбутніх учителів народних шкіл до професійної діяльності.

Ключові слова: професійна підготовка вчителя, народні школи, учительська семінарія, зміст освіти, принцип освіти, педагогічна практика.