

**TEACHERS' TRAINING FOR SCHOOLS OF NATIONAL MINORITIES  
ON TEACHERS' TRAINING COURSES IN UKRAINE  
IN THE 30-S OF THE 20-TH CENTURY**

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At the early stage of the formation of professional pedagogical education (at the beginning of 20-s the 20-th century) national teachers' training courses played an exclusive role as the main form of teachers' training for national minorities. They have become an important milestone in shaping the content of nationally-oriented teachers' training. The content of training in these teachers' training institutions consisted of the social, industrial and pedagogical sections, included a great variety of subjects and was under noticeable ideological influence.

Since the middle of 20-s of the 20-th century, along with the reorganization of the teachers' training courses into the teachers' training colleges, teachers' training courses became the additional form of teachers' training, however, continued to be an important form of retraining and raising the qualifications of national teaching staff. Since the late 1920-s, the content aspect of training of these educational institutions has shown a bright tendency to strengthen the methodological training of the future national teacher (the introduction of methods of teaching of professional subjects) as well as the introduction to the curriculum the culturally-based courses aimed at acquaintance of national teachers with their historical homeland.

In connection with the reorganization of teachers' training institutions, starting from the 30-s of the 20-th century, teachers' training courses again became the institutions of teachers' training, this time – accelerated form of teachers' training.

In connection with the introduction of a unified system of public education on the whole territory of the USSR, in August 1930, according to the decision of the Ministry of Education of the USSR, the status of teachers' training courses was changed – from now on they considered to be the institutions of accelerated form of teachers' training i. e. they trained teachers for one and two years and were organized on national teachers' training colleges [3, p. 4]. The tasks of advanced training and sufficient qualification for national minorities' teachers to the „higher educational level” as well as retraining of those who wanted to become teachers, were assigned to the Ukrainian Institute of Advanced Training which was organized on the basis of the Ukrainian Correspondence Institute of Public Education. Thus, there happened the final entry of national teachers' training courses into the system of basic professional pedagogical education institutions (mainly on basis of teachers' training colleges) as a form of accelerated training.

Based on the above decision, in the early 30-s of the 20-th century, methodological sector of the Ministry of Education of the Ukrainian SSR sent out to all national teachers' training colleges a sample one-year course curriculum for training teachers of the primary schools and pre-school institutions [4, p. 3] and a sample six-months' course curriculum for training teachers of the primary schools [1, p. 7]. It should be noted that these curricula were drawn up on the basis of the curriculum of the teachers' training colleges, but in a slightly shortened version. The comparison of the two curricula gives grounds to speak about the continuation of the tendency to clear differentiation in the contents of professional training of future primary school teachers several components: socio-economic and historical-political section, section of general knowledge on polytechnic basis and the section of pedagogical subjects. It is also notable that the curriculum was under strong influence of soviet politics and contained a number of subjects connected with the ideological policy of communist party of that time. Thus, in the curriculum were included such subjects as: Dialectical Materialism (diamat), the National Question and Leninism. Also during the training students were sent to supervised practice in relevant educational institutions for 80 days with a total number of 250 hours on one-year

courses and 98 hours on the six-months' courses. It goes without saying that the Ministry of Education of the USSR was satisfied with quantitative numbers of prepared teachers for schools of national minorities on these courses but the level of quality of such quickly prepared teachers (particularly on the 6-months' courses) left much to be desired, what was systematically reported on the pages of the contemporary scientific and pedagogical press [5].

Despite the active work being done on the teachers' training courses, they were not able to satisfy all educational institutions for national minorities with required quantity of teachers that could teach children in their mother tongue. To confirm this we can quote the words of the contemporary minister of education M. Skrypnyk, who, in 1931, in this regard, noted that „the courses that were open gave us 545 national teachers, so there is still a shortage on 771 teachers. The conclusion from these numbers should be the task to spread the work of training new teachers for national minorities in our republic” [5, p. 29]. To cover the shortage of national teachers in the early 30-s of the 20-th century the Ministry of Education additionally organized two-months' teacher training courses on national teachers' training colleges [5, p. 32]. Despite the lack of the curriculum of such courses that would give us a clear idea of the content of training on them, we believe that this form of training of national teachers could not be sufficiently effective and give the necessary methodological training, as in such a short term, the students were not able to master even the subjects of social and industrial section properly, let alone the pedagogical section, which included subjects of professional orientation. Therefore, we can assume that this form of accelerated training could not give sufficient and high level of professional qualifications. But this form of training has reached its main (though not the best) goal – quantitative: in the middle of 30-s due to the system of short-term courses there were prepared 1901 teachers of different nationalities for the primary school and 1015 teachers for the secondary school (junior and senior) [2, p. 94, 96].

However, first widely spread system of training and retraining teachers for schools of national minorities by teachers' training courses in the middle 1930-s gradually began to decrease. The extensive system of teachers' training courses for

national minorities as well as other educational institutions for national minorities, were regarded as a source of „bourgeois-nationalistic influence”, and since 1938 their existence was generally recognized as „inappropriate and harmful”.

Consequently, it is possible to draw a conclusion on the necessity and importance of teachers' training courses as a form of professional pedagogical education as they played a decisive role in the training teachers for schools of national minorities.

#### Literature

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