

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

Voinalovych L. P.

PhD (Candidate of Pedagogical Sciences), senior teacher

at the Department of English Language

Zhytomyr Ivan Franko State University

Zhytomyr, Ukraine

Organizational forms of training teachers for schools of national minorities in the 20-s of the 20-th century were: national three-year teachers' training courses, the teachers' training colleges (since 1925), an extensive system of courses, national departments at Ukrainian institutes of public education (since 1924) and correspondence education (Ukrainian correspondence institute of public education since 1929) [1, p.71-72].

In connection with the reorganization of the system of teachers' training institutions in August 1930, aimed at unification of Ukrainian teachers' training system in accordance with the teachers' training system of the USSR, in Ukraine were established three types of teachers' training institutions: higher teachers' training institutions – teachers' training institutes; 2) secondary teachers' training institutions – teachers' training colleges; 3) one-year and two-year teachers' training courses [2, p. 4].

Since 1930 in Ukraine began to function following forms of teachers' training: the institute of social education, the institute of professional education, Ukrainian Institute of Advanced Training, the Ukrainian institute of linguistic education, teachers' training colleges, linguistic colleges, one-year and two-year teachers' training courses.

Thus, in the early 1930-s, compared with 20-s, in the sphere of satisfying demands in teachers for national minorities' educational institutions there was a tendency towards the growth of teachers' training institutions, the development of

these institutions in the Ukrainian SSR had a planned purposeful character. But at the same time, such approach illustrated the tendency to strengthen the state policy of facilitating the teachers' training for schools of national minorities and the desire of the Soviet government to put national minorities in service with their own chauvinistic interests through educational and advocacy activities of a teacher.

As a result of planned and intensive work in 1933, the system of national teachers' training colleges and the number of students in them significantly expanded. But the growth rate of the number of educational institutions of national teachers and the length of their training (3-4 years) did not satisfy the authority of the Ministry of Education of the Ukrainian SSR. In this regard, the Ministry of Education of the Ukrainian SSR was forced to organize one-year and even short-term training courses. In 1933 through the system of such courses were trained 1901 teachers: Russian – 1187, Polish – 291, Jewish – 176, German – 155, Bulgarian – 50, Greek and Tatar – 22, Czech – 20 [3, p. 94].

Simultaneously with the development of these teachers' training institutions the Ministry of Education of the Ukrainian SSR promoted the activization and dissemination of other forms of training teachers – the correspondence form. It should be noted that in November 1933 the Ministry of Education of the Ukrainian SSR approved and issued a new statute for the Ukrainian Institute of Advanced Training which was organized on the basis of the Ukrainian Correspondence Institute of Public Education. This was due to a number of reasons. The experience of the Ukrainian Institute of Advanced Training at teachers' training institutes and teachers' training colleges showed that there was a lack of a clear system and sequence of measures in the advanced training, there was no differentiated approach to certain categories of teachers and also there was a lack of sufficient flexibility of organizational forms and methods of work required by a variety of general and professional qualifications of teachers. All these reasons negatively affected the educational process. According to the new statute, the primary goal of the Ukrainian Institute of Advanced Training was not the training of new teachers but reaching the level of sufficient proficiency of teachers and improvement

of proficiency of existing teachers for schools of national minorities [4, p. 97]. Improvement of proficiency of teachers in the system of the Ukrainian Institute of Advanced Training was declared free of charge and obligatory for all teachers. The training of such teachers was carried out without interruption from production through the system of short-term courses and self-education (individual and group) of teachers according to developed plans and schedule. The positive point of such courses was that they provided not only knowledge of the fundamentals of science, but also the methods of teaching these disciplines at the polytechnic school.

Training teachers on correspondence departments was assigned to sectors at teachers' training institutes and teachers' training colleges with strong material and technical and methodological basis. Programs of studying for the system of correspondence education were similar to full-time teachers' training institutions and curricula were adapted to the specific conditions of organization and methods of correspondence education [5]. At the same time, it should be noted that such form of training had a number of drawbacks. The fact was that teachers were enrolled in these correspondence educational institutions without examinations, in this regard some of these teachers lacked appropriate knowledge and qualifications for the successful mastering of studying material. There was also a shortage of relevant literature and teaching aids. In many cases teachers were overwhelmed with social work, had other responsibilities that diverted their attention from studying and all this influenced badly on the educational process and resulted in being expelled from educational institutions.

Data on the deployment of the system of correspondence education confirm the fact that the correspondence departments were organized almost at all full-time teachers' training colleges for national minorities. Thus, if in 1932–1933 there were 5 of them, but already in 1933–1934 their number was equal to 20. Similarly, this year there was a tendency for increasing the number of correspondence departments at national teachers' training institutes: in 1932–1933 there were 4 correspondence departments for national minorities and in a year there were 10 of them. In addition, this year teachers of the national language and literature improved their proficiency in the system of the Ukrainian Institute of Advanced Training at one-month central courses that functioned at

national polytechnic schools and teachers' training colleges. Mainly they were teachers from such national minorities as: Polish, Jewish, Greek, German, Bulgarian [3, p. 95].

Summarizing all above, we can conclude that despite the collapse of the policy of promoting national development for different national minorities which began in the early 1930-s, there was still a process of active search for forms of training teachers for national minorities' schools in Ukraine. In our opinion, such a phenomenon occurred because the deployment of a system of teacher's training institutions for national minorities took place by inertia, and the push for the construction of such a system in the 20-s of the 20-th century turned to be quite powerful thanks to the diverse hard work that was carried out to satisfy the educational needs of various national minorities.

References:

1. Voinalovych L. P. (2011) *Pidghotovka vchyteliv dlja shkil nacionaljnykh menshyn v Ukrajin (20–30-ti rr. XX stolittja)* [Training teachers for schools of national minorities in Ukraine (20–30's of the 20th century)] (PhD Thesis), Zhytomyr: Zhytomyr Ivan Franko State University.
2. Bjuleten Narodnogho Komisariata Osvity (1930) *Postanova RNK USRR. Pro reorganizaciju merezhi j systemy pedaghoghichnoji osvity v Ukrajin (11 serpnja 1930 r.)* [Resolution of the Ministry of Education of the Ukrainian SSR. On the reorganization of the system of pedagogical education in Ukraine (August 11, 1930)], Kyiv, no. 40, pp. 3–6.
3. Nejman N. K. (1934) Zabezpechymo politekhnichnu shkolu nacmenshostej pedaghoghichnymy kadramy [Let's provide a polytechnic school of national minorities with teaching staff]. *Communist Education*, no.2, pp. 91–96.
4. Kinghi V. (1934) Zavdannja ta orghanizacija pidvyshhennja kvalifikaciji pedaghoghiv systemoju VIPKP [Tasks and organization of improvement of proficiency in the system of the Ukrainian Institute of Advanced Training]. *Communist Education*, no.2, pp. 96–102.
5. Bjuleten Narodnogho Komisariata Osvity (1933) *Pro zaochnu pedosvitu (3 ghrudnja 1933r.)* [About correspondence teacher training (December 3, 1933)], Kyiv, no. 39–40, pp. 2–4.