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THE FORMATION AND DEVELOPMENT OF HIGH PEDAGOGICAL EDUCATION IN UKRAINE IN XIX CENTURY

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In this article are discussed some aspect of the formation and development of high pedagogical education in Ukraine in XIX century. Transformation processes occurring in the Ukrainian society at the present stage are characterized not only by changes in the existing, but also formation and development of new social institutions. Development of high education in Ukraine is characterized by a number a social problems that actualize the question of adaptation of high education as a social system in general. However this process can be fully carried out only with the experience gained from previous generation. It is mainly used method of bibliographic search and study archives, manuscripts, museum materials and historic-genetic method of research during writing of this article.

The results of this exploration can be used in reading of the lecture course in pedagogy and history of education for the students of humanities.

Keywords: Kharkov University, University of Saint Vladimir, pedagogical courses, high pedagogical education.

СТАНОВЛЕНИЕ И РАЗВИТИЕ ВЫСШЕГО ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ В УКРАИНЕ В XIX ВЕКЕ

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В данной статье рассмотрены некоторые аспекты становления и развития высшего педагогического образования в Украине в XIX веке.

Трансформационные процессы, которые происходят в украинском обществе на современном этапе, характеризуются не только изменениями внутри существующих, но и становлением и развитием новых социальных институтов. Развитие высшего образования в Украине характеризуется целым рядом социальных проблем, которые актуализируют вопрос адаптации высшего образования как социальной системы к обществу в целом. Однако полноценно этот процесс может осуществляться лишь с опорой на опыт предыдущих поколений.

В ходе написания статьи использовался преимущественно поисково-библиографический метод изучения архивных фондов, рукописей, музейных материалов, а так же историко-генетический метод исследования.

Результаты данного исследования могут быть использованы при чтении курса по педагогике и истории педагогики для студентов гуманитарных специальностей.

Ключевые слова: Харьковский университет, университет св. Владимира, педагогические курсы, высшее педагогическое образование.

High pedagogical education beginning of action of Kharkov University had not time to harden and received a serve blow from the side of political pursuers. In 1917 the association held the Ministry of Education with the Office of the religious Affairs, which finally defined the purpose of the first institution. Transition state of universities, causing reactionary social events, was overcome only in the 30s of XIX century. It was mainly due to the creation of University of Saint Vladimir and the adoption of a new university charter. It should be noted that the question of establishment of a university in Kiev became acute early of the 30s of XIX century. After suppression of Polish revolt during 1830-1831 czarism changed the policy to the Right-Bank Ukraine, having carried out a series of repressive measures against Polish gentry, who took part in revolt. Czarist government closed about 245

secondary schools, all religious schools and Kremenetskiy lyceum also, which was leading institute in the south-west region.

October the 30th, 1830 the Ministry of education Court Uvarov turned to Nikolas I with idea of opening a high educational institution in Kiev. The aim of the university was be training for the Russian administration for the school on the right-bank from the local predominantly Polish gentry.

An important step on the way to opening of The University of Saint Vladimir was the creation December the 14th, 1832 the educational institution in Kiev, Chernigov and Podolsk provinces Kiev's schools district. It was opened 4 gymnasiums (Lutsk, Vinnitsa, Kamenetz-podolsk, Zhitomir) 6 district and 28 parochial schools during 1833 in the Kiev school district. Archival documents, historical and pedagogical publishing suggest that the decision of the establishment of The University of Saint Vladimir was taken from the Imperial Order November the 8th. 1833. The grand opening of The University of Saint Vladimir was held July the 15th, 1833, and August the 28th the same year it was begun the lectures. In the official report about opening The Imperial University of Saint Vladimir stressed that the main aim of the university was to promote development of high and secondary education in Kiev, Volyn and Podol provinces. The Ministry of education Court Uvarov gave him complete freedom in teaching and administration, like the traditions that have existed in the XIX century in German universities [2].

One of the main tasks raised be government in opening of The University of Saint Vladimir was training the teachers for secondary schools. The provisional charter of The University of Saint Vladimir, adopted December the 25th, 1833 was more progressive in relation to the authoritarian university charter in 1835. As for researchers, the new university charter "was a common spirit and the mode of the reign of Emperor Nikolas". In contrast to the 1835 charter, the charter of The University of Saint Vladimir attention has been given to the special institutions that operated at the university, in particular, the pedagogical Institute [3].

In the charter of The University of Saint Vladimir was noted that the aim of the creation of the University Teachers' Training Institute in the "education of teachers for high schools and district teachers of the Kiev school district". The Institute had the right to an annual gain to the state content of 30 students, which were replenished by the "best pupils of secondary schools". The university's charter of 1833 was noted that the students of pedagogical institute, beside listening universities lectures, received "guidance in practical affairs according to chose by each of them in science, writing works – meditation, public lectures and conduct lessons. The checking the training of students of pedagogical institute was entrusted to the 3-4- professors of the University of Saint Vladimir, who expounded at the university the most important disciplines. In the charter of the University noted the fact that after graduating teacher education teacher training college students were required to the serve not less than 6 years in the school office in accordance with the order of the trustee of the Kiev school district. "As a special education and training institution" The Pedagogical Institute at The University of Saint Vladimir was opened November the 21th, 1834. It should be noted that the created at The University of Saint Vladimir the Pedagogical Institute had been training teachers for high schools real schools and country schools. The maintenance of student teacher training college was allocated funds 114 rubles 47 kopecks a year till 1842. This amount was later increased to 143 rubles [3].

Students, who were prepared to the pedagogical activity, except theoretical training acquired practical skills. The practical tasks the students were dedicated, in particular, the question of Russian literature, ancient philosophy, mathematics and pedagogy. In addition, students learnt how to write teacher training college essays, conducted under the professor's guidance trial lessons in country schools and high schools. In September of each year all graduates of the Pedagogical Institute were appointed to work in the schools of Kiev school district and also in the other country regions.

In addition to traditional, proven forms of teacher training in classical universities and created with these training institutes in the 40s of XIX century, came

the search for alternatives to solve this problem. In particular, the teacher's diploma of high education could get even if a man was not a university student. As archival materials, the ministry of education had elaborated the special "Rules of examination for those who have the desire to get the title of teachers in secondary schools and colleges of the Kiev school district". According to this official document, the persons who apply for the position of senior teacher and teacher of secondary schools were to survive to the preliminary examination. They had to identify the degree of knowledge of the subject, chosen by the candidate and his teaching ability in teaching. For obtaining the correspondent teachers' title the contender not only had to demonstrate a thorough knowledge of the majors but read the test lecture, with the particular focus on "simplicity, clarity, logical connection and ease" of teaching learning material. The researchers argue that since the mid 40s of XIX century there was The Commission in the universities, who took exams in those with secondary education. The examination committee consisted of professors and gathered at the end of school year under the chairmanship of the Rector of university. The graduates whose hadn't abilities to study at the universities, but wanted to get appointment which took personalities with high education, tried to get a university diploma without attending lectures and a title of tutor. On average by externality from 5 to 10 persons of each university received diplomas of high school teacher [4].

There were transformational changes in the university teacher education in the second half of the XIX century. The archival materials, explored by us give reason to conclude that a considerable extend they were due to serious disadvantages in the teachers' training in Kharkov and Kiev Universities. The Ministry of education in a later dated September the 25th, 1858, informed the Council of the Imperial University of Saint Vladimir about two basic disadvantages in the training of pupils in general pedagogic, which was recommended for the appoint of teachers of the Kiev school district: the lack of thorough expertise in the scientific discipline expounded by graduate of the Kiev's University, lack of practical experience in the teaching methods.

The reason of the first disadvantage was explained by significant number of various sciences, which were part of the historical-philological faculty and created obstacles in teacher education of teacher specialists. The second disadvantage was due to the lack of practical skills in teaching students that meet the needs of secondary schools.

In order to increase the quality level of teacher training at The University of Saint Vladimir, The Ministry of education was implemented appropriate organizational and practical measures. Particularly the pedagogical seminary was founded in 1858 at the University of Saint Vladimir. The university's professors had to spend two years teaching practical lessons with the university's graduates. The students of the University of Saint Vladimir, who were preparing for the teacher profession, after completion of their university course in accordance with the order of the trustee Kiev school district had to work a year on a freelance teacher positions with the aim of "learning ways to teach their chosen subject under the guidance provided for this purpose mentors". It should be noted to the fact that it has developed 'rules educational rights for the candidates for teaching post' by university's professor S. Gogotskiy and directors of schools and colleges of the Kiev school district" [5].

An important direction of evolutionary change in the professional training of teachers in educational structure of the classical universities of Ukraine in the second half of the XIX century was the adoption by government decree November the 15th, 1858 "On the elimination of teacher training institutions in the Russian universities and creation of special teacher's courses" Accordingly, the decree of Pedagogical Institute at the University of Saint Vladimir transformed into specific high educational courses.

As archival documents, the elimination of teacher training institutes at the universities was held for two reasons: the time of entry into the school by students were required only knowledge of the full course of high school, but no attention was paid to the abilities of the candidates to teaching, training at the institute was mainly

scientific direction, that is why their students did not received the necessary for their teaching practice.

At the two-year teacher training courses which had been created in Kiev and Kharkov universities took to teach young people who had received a university's degree and who wished to devoted themselves to teaching. The students of the teacher training courses necessarily studied logic, psychology, history, and pedagogy and didactics basis. With the aim of organization of the special pedagogical education at the pedagogical courses were created gymnasiums. On their basis the university's professors spent teacher practice for young people who prepared themselves to the teaching profession.

Everyone who finished teacher training courses had to defend a work on a given theme and to spend a public lecture. The graduates given the right to teach at the university, who had demonstrated outstanding achievements in teaching. Those, who have had positive progress in training, were sent to secondary schools, and who had demonstrated satisfactory results – teacher of elementary schools. The number of students of pedagogical courses was only 10-12 men, however, their level of training was high. The implantation of the pedagogical courses as a whole had the positive value despite the contradictory attitude of scientific and educational community [6].

Particularly, “The Charter of pedagogical courses”, which was approved February the 20th, 1860, contained such positive features of the training of future teachers: the correct distribution of candidates' lessons for the theoretical and practical, the desire to enter continuity in the practice sessions to prepare for teaching and educational activities, permanent allocation of the necessary funds for the educational library of courses, providing students with the opportunity to attend classes in different schools of the city, attracting to the teaching of courses on teaching the most experienced teaches of high school.

However, teaching courses at the universities did not last long and were closed in 1867 due to certain disadvantages of their organization. One of the major disadvantages indicated the Ministry of education. From his point of view, it was the

lack of unity on the direction and specific thought-out plan in the practical education of teacher candidates.

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