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**METHODS OF FUTURE TEACHERS' TRAINING FOR REGIONAL
ETHNOGRAPHY WORK AT SCHOOL (20-30TH OF XX CENTURY)**

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The laboratory, seminar, research, excursion and monitoring methods of teacher's training for regional ethnography work in the Ukrainian school in 20-30th of XX century were defined and characterized. It was turned out that those methods gave the opportunity to obtain professional skills, develop curriculum, create educational and methodical support, conduct researches and collect the materials for further work at school.

Key words: methods, training, future teachers, regional ethnography work, educational process, institutes of public education, pedagogical vocational schools.

Modernization of Ukrainian education is impossible to carry out, leaving aside national teaching experience. The research of higher pedagogical educational institutions activities is a characteristic feature of today's historical and pedagogical science development. In our opinion, it is impossible to submit a complete picture of any educational institution activity without studying its structure, content, methods of teaching, etc. Therefore it is quite justified objective study and analysis of the achievements of historical and pedagogical science, concentrated on the theoretical and practical legacy on issues of training of educators. The organization and implementation of staff training in the 20 – 30s of the XX century deserves special attention, in difficult socio-economic conditions, in the period of searching for ways of school and teacher education development. To the practical aspect of future teacher's preparation to regional ethnography work, in schools of the study period, including teaching methods, great attention to their works was paid by the following scientists of the 20 - 30s of the XX century: A. Buldovskyy ,P. Volobuyev, T. Garbuz, M. Gorokhov, I. Zelenskiy, M. Zotin, L. Milovidov , P. Mostovyi,

A. Muzichenko, D. Orekhov, J. Ryappo, J. Stolyarov, V. Taran, M. Shatunov. The history of higher educational institutions and features of teaching and learning in them are exploring by such modern scientists as: W. Bougriy, V. Majboroda, N. Rudnytska, A. Stavrovskyy and others.

The aim of the article is to identify and analyze the main methods of future teacher's preparation to the regional ethnography work in the school of the 20 – 30s years of the XX century.

With the creation of institutions of public education and the pedagogical technical schools there was also a search of the new forms, methods of education and upbringings. Since in the labor schools of 20 – 30s years of the XX century were used such active teaching methods as the research method and the method of observation of projects, in higher education institutions these methods had been carried out to prepare future teachers. As A. Buldovskyy pointed, that school experience showed that new methods can be taught successfully only by someone who studied those methods himself. Thus, the recognizing of active methods is needed at public schools, we thus have to hold them only in those schools that prepare workers for it. New methods and organizational forms of education and training of future teachers of the study period, considered by Y. Stolyarov, released the content of higher school from pure academism and combined strong ties with the economic life of the country, contributed to the implementation of responsible tasks: to provide in the shortest terms with the most economy of a highly qualified teaching workers, scientific and trained professionals, the organizers of the child life in the team, teachers collectivists, capable to work in the spirit of the new prospects faced by the country in all areas of its cultural and economic construction.

As you know, in the old pedagogical school the lecture method was prevailed. Now it should be replaced by new methods. So, political commissioner of Zhitomir pedagogical institute I. Zaitsev stated, speaking at the III provincial conference of pedagogical education (Kharkov, 1924):“Lecture method is slowly being replaced by laboratory and the laboratory-researching and sightseeing methods”. In the report of Zhitomir institute of national education of the academic year 1923 – 1924 in the

paragraph about the methods of work was written, “among scientific workers dominates the view that it is necessary to refuse traditional lecture teaching method and move to new methods”. In this regard, active methods were introduced: practical lessons, writing essays, laboratory work. Students were opposed to the lecture system and criticized an essay system. They insisted on the new methods, which in their opinion should include interviews, laboratory work, etc. After long discussions, it was decided to reject from the essays system, as it may not be the main method of mining educational material. So, from 1923 to 1924 school years in pedagogical technical schools lecture method was switched to laboratory during a study of almost all disciplines. For the sake of justice we shall note, that the discussion on this occasion took place. Thus, the chief inspector of pedagogical education, M. Zotin believed that “the lecture method should be possibly left, moving to a more active methods of work”. While in the report of the work of the pedagogical education Inspectorate of Ukrholovprofos for the fourth quarter of 1924, was written: “As for the methods of work, new ways began to proceed, but the attitude is very serious, profound; to arrange it with the methods of Universities work was made a meeting of teachers and representatives of students”.

With the aim of improving working methods in the higher pedagogical education establishments in August 1924, a two-week training seminar on manager’s skills improving in pedagogical universities was convened. On the ground, particularly in pedagogical technical schools, a large interest of the organization of such event was found. From the statements and proposals in People’s Commissariat for education, the training seminar was divided into the following sections: 1) the study of organizational issues; 2) the study of methods of work in pedagogical universities; 3) acquisition of experience by the participants in the field of those University’s disciplines that are taught; 4) Introduction to the methods of work in the employment schools.

As M. Shatunov noted, “there was the thought to destroy the old teaching system in classrooms, replacing them with the appropriate offices for the work plan built on the laboratory, research and studio techniques”.

In addition to classrooms, formed earlier in the Universities, the series of new auxiliary educational institutions were created where the work was carried out with using active teaching methods: classrooms, laboratories, workshops, libraries, etc. This gave an opportunity to organize practical work at almost all disciplines. According to the dominant method of teaching students' work was accounted and this was done through the preparation of reports and active participation in seminars.

However, the advantage is often given to active methods of work. For example, in Lubenskiy pedagogical technical school the development-laboratory method was conducted for more than 60% of the individual disciplines. Especially regional ethnography work, based on experimental laboratory method, was widely gaining scale.

Here is what was stated in the explanatory note to the Volyn Institute of national education curriculum (1923 to 1924 academic year) about introduction of new methods of work: "Finally, in the academic plan the minimum mandatory practical work on each discipline is included, which should each trimester or year fall on every student. Thus practical work in the plan of work is not only the addition to the lecture course, but the method of study of these disciplines put some way towards the development and strengthening of laboratory method in the Institute, which should be in the practice of the Institute not only in the form of innovation, but also as the important methodological breakthrough".

This practice lessons, according to M. Muratov, should be the basis of higher education. Since the first year they help students learn relevant skills: writing essays, they learn to read scientific literature, analyze it, explain the content, and collective discussion helps them, together with others, see their mistakes. "We believe, – wrote, M. Gorokhov, – that almost all teaching should be build on aboratory search method. Besides the great difficulties and complexity for the instructor, who has to overcome it, nothing prevents lead the work so that it was limited to the prior accumulation of material by students and further processing of these materials under the general guidance of a teacher".

Hence, the preference was given to practical method in studying. The plan for transition to the new active laboratory research methods in studying in higher educational institutions was outlined. For a complete transition it is necessary to abandon passive and develop active methods of implementation in the pedagogical process of the institutes.

The main method of work in the institutions of public education has been defined as active-creative with a predominance of seminars and workshops on lectures and theoretical courses.

For example, reporting from 1923 to 1924 academic year, the Kyiv Institute of public education pointed out that “there has been a shift from lecture to the active teaching methods. Some of these courses have been translated into seminars... Some courses were luckily translated in laboratory settings work atmosphere”.

However, the transition to active (laboratory researching) methods of work was not without difficulties. The reason was the lack of funds, overwhelmed schools, lack of equipment, poor qualification of teachers and not practiced techniques, etc. Meanwhile, the practice has led to the abandonment of passive, mostly deductive methods (lectures, questions and answers) and it needed the use of active methods (written reports, groups and clubs).

Due to the different level of training of university students, a differentiated approach to each student was necessary, the application of effective methods of teaching, and for this it was necessary to achieve the benefits of seminars, laboratory classes, talks, consultations, and other essays.

Thanks to seminars, which acquired distribution in universities, students and teachers learned a comprehensive system of training and learning to implement it in practice. For example, in the Poltava public education Institute in 1923 the Seminary teaching method was introduced, and from 1925 – 1926 academic year – practical work, tours of the pedagogical cycle on the recommendations of the methodical Commission. Seminars method also predominated in the activity of Vinnitsa public education Institute. Although in the report for 1920 – 1923 years was indicated that in

addition to the seminar method, during the classes lecture and laboratory methods were used.

At the same time, according to A. Buldovskiy, in pedagogical institutions of higher education the research method for laboratory classes and during excursions should be used. Therefore, along with the seminars method the laboratory method was also used. So, in the conclusion of Inspectorate of pedagogical education of the people's Commissariat of education on the occasion of the annual report in Kherson Institute of education for the 1924 – 1925 academic year indicated about organizational forms and methods of teaching and accounting of work: “Despite the lack of equipped laboratories, ENO in the most part of disciplines moved on to a laboratory method of teaching”.

Examination of the Kharkov pedagogical technical school gave the opportunity to the head of pedagogical education state that there were some changes in the educational process: laboratory-research and discussion-seminar teaching methods cover about 60% of the total number of training hours, the remaining 40% use lecture method.

Active methods of training and education provide opportunities for students to acquire practical skills - independently observe, explore and learn. Thanks to the observation methods the nature of the native land and the interest in regional ethnography work were studied. The use of the systematic observations method put the tasks to the teachers, such as how to awaken students' observation, to have an interest not only to the environment and nature areas, but also to life population. So, as noted by L. Milovidov, “we need to develop in students not only the ability to watch and notice, but also to observe”. After all, to teach students observation, teacher himself must be careful, curious, with huge interest in the phenomena of nature, history, culture of the region, he should strive to preserve and increase its treasures, providing a connection to school with real life.

The wide use entered excursion method in higher education institutions of the investigated period like the most suitable in the regional ethnography history work. Because the regional ethnography objects are always outside the educational schools,

to explore them, excursion method should be used. According to D. Orekhov, at least twice a year (autumn and spring), first year students might be involved in children's tourists excursions: "Let them watch the organization and way of their carrying out and find goals of each excursion".

The expediency of excursion method used in higher education institutions was noted by M. Zotin. He even developed a special program carrying out of excursions, which included such items:

1) Excursions of all kinds (educational, scientific, industrial, educational and pedagogical) which must enter into the educational process of higher pedagogical educational institutions as broader use.

2) The number and kind of excursions for each academic year should be defined earlier, especially in relation to trips to other towns, etc.

3) No excursion must be conducted without proper training, without accounting and use of its consequences.

4) Teacher bears full responsibility for excursions; he should carefully analyze the consequences and make the report for the corresponding methodical commission.

5) The technique of excursions should be such that, at the minimum expenses of time get maximum results.

6) During the excursions the attention should be paid to all of the cognitive capabilities of students (pupils), whether these are the excursions to the city, or in the city itself, in the nature, winter tours, excursions to own teaching and supporting institutions etc.

7) To achieve the best results in the educational process the teacher has to be able to recommend to organize a sightseeing base, all teaching and supporting institutions of the university: museums, laboratories, – could be used as a workshop of wide learning by schools.

8) Each university must annually organize several nature pedagogical excursions with the purpose of familiarization with the work of other era, a number of scientific pedagogical and school organizations.

9) Universities should pay attention to the edition of collections for excursion in the area, which will serve as the textbooks for university students and wide masses of teaching.

10) Universities, as the most interested in a broad introduction tour as the method should prove its value and benefits everywhere.

A well-conceived and well-conducted excursion should bring valuable regional information and materials. By Murativ's convictions, excursions

in higher educational institutions shall be obligatory. Indeed, in further, working to study areas for filling complex curriculum, teacher should rely only on himself. Therefore his main work should include an excursion, a small study, which could bring a positive result. The teacher should study and work individually at all of the objects of his district and on the basis of the research plan conducting school exercises. Also daily teacher's union with students was very important to encourage their regional ethnography studies. During the joint work a lot of useful material was collected, which was useful for future studying at school. Exactly excursion method of researching of the regional ethnography and nature helped the teacher to collect material for curriculum and organization of work with students, who study the regional ethnography.

So, during 20 – 30s years of the XX century in the activities of higher education institutions were active methods of teachers training of regional ethnography studies: laboratory, seminar, researching, sightseeing, the method of observation and others. Using of active learning methods in higher educational institutions gave the opportunity to prepare teachers, who is well-versed in the environment, who may conduct training in secondary schools with new methods of work curriculums of migrant schools, discuss specific laboratory and excursion lessons, consider tutorials, make school supplies, etc.

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Фещенко Г. В.

Методи підготовки майбутніх учителів до краєзнавчої роботи в школі (20 – 30-ті роки ХХ століття)

Виявлено та проаналізовано основні методи підготовки вчителя до краєзнавчої роботи в школі у 20 – 30-х роках ХХ століття: лабораторний, семінарський, дослідний, екскурсійний, метод спостережень та ін. З'ясовано, що ці методи давали змогу студентам набувати практичних навичок – розробляти навчальні плани і програми, створювати навчально-методичне забезпечення, проводити дослідження та збирати матеріал для подальшої роботи в школі.

Ключові слова: методи, підготовка, майбутні вчителі, краєзнавча робота, навчально-виховний процес, інститути народної освіти, педагогічні технікуми.

Фещенко Г. В.

Методы подготовки будущих учителей к краеведческой работе в школе (20-30-е годы ХХ столетия)

Обнаружены и проанализированы основные методы подготовки учителя к краеведческой работе в школе в 20 – 30-х годы ХХ столетия: лабораторный, семинарский, опытный, экскурсионный, метод наблюдений и др. Выяснено, что эти методы давали возможность студентам приобретать практические навыки – разрабатывать учебные планы и программы, создавать учебно-методическое обеспечение, проводить исследование и собирать материал для последующей работы в школе.

Ключевые слова: методы, подготовка, будущие учителя, краеведческая работа, учебно-воспитательный процесс, институты народного образования, педагогические техникумы.

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