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TRAINING OF THE TEACHER OF THE PRODUCTION TRAINING, GENERAL TECHNICAL SUBJECTS AND CRAFTS IN UKRAINE (SECOND HALF OF THE XXTH CENTURY)

Long-term reform of the secondary education system demands the improvement of the teachers training, in particular, teacher of Crafts and Technologies. In the process of solving this problem it is necessary to take into account the experience of future teachers training in Ukraine during the previous years as well as foreign experience.

Some aspects of the teachers training in XXth century were researched by A. Vykhreshch, who noted the connection of educational strategy with separate political leaders as the negative factor; the change of the leaders led to significant changes in the main problems of educational policy solving. Peculiarities of the teachers of Crafts training in pedagogical universities were researched by B. Struganets. Different aspects of the Crafts training of girls including the profile training, in the end of XIXth and beginning of XXth century were investigated by N. Sliusarenko.

The abovementioned scientists founded that in spite of separate failures, in general, the experience of pedagogical universities has a great importance for the improvement of the training of Crafts and Technology teachers today. Developed and tested in the past content, forms, methods and means of study are the basics of the effective work of faculties of the teachers of technologies training in modern Ukraine.

The objectives of the article – research and separation of the training strategies of the teacher of the General Technical Subjects (Production and Crafts training) in 1950–2000.

The tasks of the article are to highlight historical aspects of the training of the teacher of the Production Training, General Technical Subjects and Crafts in the second half of the XXth century; establishment of the stages of the teachers' training in pedagogical universities.

The improvement of training of the teacher in Ukraine has always been determined by tendencies of the school education development.

In post-war period significant changes in curricula of secondary schools have been made. Since the academic year 1954/1955 in 1st–4th grades lessons of Crafts were introduced,

in 5–7 grades – practical lessons in workrooms and in educational-research areas, in grades 8–10 – workshops. Therefore, in 1954, a curriculum was developed on the specialty “Teacher of Physics and Astronomy”, which initiated the training of future teachers of Production Training. The plan dealt with the introduction of the following educational disciplines: “Electrical engineering”, “Heat engineering”, “Technical Drawing”, “Workshop on automotive industry” and “Workshop on studying agricultural machines”.

In academic year 1955/1956 in some schools, the training of students of grades 8–10 was started in accordance with the specialties of qualified workers according to the approved list of professions.

In accordance with the changes in the secondary school, by the decision of the Council of Ministers of the Ukrainian Soviet Socialistic Republic “On additional measures to arrange the teaching staff training in educational institutions of the Ukrainian Soviet Socialistic Republic” (June 20, 1956) obliged the Ministry of Education from September 1st, 1956, to re-organize the natural sciences faculties of Lviv, Melitopol and Uman pedagogical institutes to Agrobiological faculties; Physics and Mathematics faculties of Kyiv, Kharkiv and Zaporizhzhya Pedagogical Institutes – to Physics and Technical faculties. This resolution also introduced a five-year term for students in integrated specialties and established a broad profile of teacher training. So, Physics and Mathematics faculties began to train teachers of Physics, Basics of Production and Drawing; at Natural-geographical faculties – teachers of Biology and Basics of Agriculture, etc.

Examples of subjects which were included into the curricula of pedagogical institutes are shown in table 1.

Table 1. Subjects of the curricula of teachers training (1956)

Specialty	Educational subjects
Teacher of Math and Technical Drawing	<ul style="list-style-type: none"> – Project and technical drawing – Basics of machine science
Teacher of Math, Physics and Technical Drawing	<ul style="list-style-type: none"> – Technical drawing – Workshop in workrooms with the elements of the technology of materials <ul style="list-style-type: none"> – Electro- and radio engineering – Machine science with automotive workshop
Teacher of Physics, Basics of production and Technical Drawing	<ul style="list-style-type: none"> – Technical drawing – Workshop in workrooms with the elements of the technology of materials <ul style="list-style-type: none"> – Electro- and radio engineering – Machine science with automotive workshop

Teacher of Biology, Chemistry and Basics of Agricultural production	<ul style="list-style-type: none"> – General agriculture with elements of agrochemistry – Workshop on studying agricultural machines <ul style="list-style-type: none"> – Plant growing – Gardening – Stockbreeding – Fundamentals of agricultural economy <ul style="list-style-type: none"> – Vegetable Farming
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At the same time, the training of future teachers at the production and pedagogical faculties of technical higher educational institutions (HEIs) was implemented, which provided good engineering training, but fell behind in psychological and pedagogical training of future specialists.

Various approaches to training teachers who would provide the basics of industrial and agricultural production, imperfections in the formation of their professional qualities led to the need to improve the organization of training. Over time, scholars and practitioners came to the understanding that it would be advisable to train such specialists on the basis of pedagogical higher education institutions.

Implementation of this approach contributed to the adoption of the law *On strengthening the connection between school and life and further development of the system of public education in the USSR* in 1958¹, where it was noted that the serious disadvantages of secondary and higher schools are the separation of education from life and the lack of training of graduates of the school to practical activities, therefore, it is necessary to organize training of teachers in Agronomy, Stockbreeding, Technology and other special subjects.

Decree of the Ministry of Education of the USSR no. 28 of February 24th, 1958, „on the condition of production training in schools of the republic” obliged school principals to revise and establish profiles of production training in accordance with the objectives of polytechnic education, the needs of the national economy, availability of personnel, production facilities and requirements of the Health Care. Production training profiles that do not meet the specified requirements, were proposed to be replaced by others, or to introduce workshops on mechanical engineering, agriculture and electrical engineering from 1958/1959 academic year. It was suggested to provide schools with Production Training with the necessary training and production facilities, to organize the construction of school and inter-school educational and production workshops and special workshops, to create studying areas, rooms of Physics, Biology, Chemistry, Machine Sciences etc².

On May 15th, 1958, measures of the Ministry of Education of Ukrainian SSR were approved, requiring the introduction of production training for students of grades 8–10 in all

¹ Закон об укреплении связи школы с жизнью и о дальнейшем развитии системы народного образования, Советская педагогика 1959, № 2, С. 3–14.

² Збірник наказів та інструкцій Міністерства освіти Української РСР, К., 1958, № 8, С. 17–21.

rural and urban secondary schools of Ukraine, creating an appropriate training and production base for this³.

In accordance with the plans for modernization of the school, it was planned to revise and strengthen the staff of the teachers of special subjects and the heads of production training, to equip metalwork, mechanical and joinery workshops, rooms of machine science, technical mechanics, agricultural machines, electrical engineering and automotive classes in all educational institutions.

By the decree of the Council of Ministers of the Ukrainian SSR dated April 25th, 1959, no. 602 *On the Status of Personnel Training in Pedagogical Institutions and Pedagogical Specialized Schools of the Ministry of Education of the Ukrainian SSR*⁴, engineering and pedagogical faculties were organized in Kyiv and Lviv Pedagogical Institutes. At these departments for the first time the training of teachers of Production Training began within the new independent specialty “Teacher of General Technical Subjects and Crafts”.

But in 1960/1961 academic year engineering-pedagogical departments stopped to exist and teachers training was conducted at the departments of Physics and Math. The previous name of the specialty “Teacher of Physics and Basics of Production” was changed to “Teacher of Physics and General Technical Subjects”. In addition, the specialty “Teacher of Physics and Technical Mechanics” was created.

In 1963/1964 academic year the final closure of the training of teacher of Physics and General Technical Subjects (absence of first-year students) started. In spite of this, in 1964/1965 in some pedagogical universities of Ukraine (Kamianets-Podilskii, Kyiv, Lugansk, Cherkasy, Chernigiv) new specialty was created “Teacher of Physics and Electrical Engineering”.

During 1965–1969 the decrease of faculties which conducted training of specialists of mentioned specialties continued⁵. In 1965/1966 the study was conducted at 52 faculties, in 1966/1967 – at 22 faculties, in 1968/1969 – at 15 faculties.

From 1969/1970 the stage of increase of the teachers training started. In five pedagogical institutes (Drogobych, Kryvyi Rig, Slaviansk, Kherson, Chernigiv) training of specialists in the field of General Technical Subjects and Physics began, which meant a five-year period of study⁶. In 1970/1971 teachers of General Technical Subjects were trained in 13 pedagogical institutes (specialty “Physics and Electrical Engineering” – 7 faculties, “General Technical Subjects and Physics” – at 6 faculties)⁷. In 1971/1972 the specialty “General Technical Subjects and Physics” was also opened in Ternopil Pedagogical Institute.

³ Ibidem, С. 16–20.

⁴ *Об укреплении связи школы с жизнью, М.: Юридическая литература, 1961, С. 343.*

⁵ *Центральний державний архів вищих органів влади та управління України, Ф. 166, Оп. 15, Спр. 5268.*

⁶ Ibidem, Спр. 7629.

⁷ Ibidem, Спр. 8059.

According to the researcher B. Struganets⁸, despite the fact that at that time there was no legislative basis, a clear tendency was observed for the expansion of the number of specialties and the repeated transition to specialties of a broad profile. In 1972/1973 teachers of Biology and Basics of agricultural production were trained at 2 faculties, teachers of General Technical Subjects and Physics – at 7 faculties, teachers of Physics and Electrical Engineering – at 7 faculties. In the same academic year, 2 new faculties of General Technical Subjects were opened, where the training of teachers of General Technical Subjects and Crafts was started (Berdiansk and Glukhiv pedagogical institutes)⁹. And during 1973–1975 specialty “General Technical Subjects” was opened at the departments of Physics and Mathematics in Kyiv, Ternopil, Uman and Chernigiv pedagogical institutes instead of “General Technical Subjects and Physics”¹⁰.

In 1976, the training of a teacher of Crafts was carried out in the following specialties: “Teacher of General Technical Subjects and Crafts” (8 faculties), “Teacher of Biology and Basics of Agriculture” (1 faculty), “Teacher of General Technical Subjects and Physics” (4 faculties), “Teacher of Physics and Electrical Engineering” (4 faculties), “Teacher of General Technical Subjects, Crafts and Technical Drawing” (1 faculty)¹¹; by the Decree of the Council of Ministers of the Ukrainian SSR of August 24th, 1976, *On the Status and Measures for Further Improvement of Crafts Studies and Professional Orientation of Students of Comprehensive Schools of the Republic*, the task of improving the training of a teacher of Crafts education was defined. Therefore, in order to train teachers for labour polytechnic workshops, automotive and agricultural mechanization, the specialization of students of general technical faculties of Ukraine was revised up to 1977/1978. In 1979 14 out of the 28 pedagogical institutes provided training for teachers of General Technical Subjects and Crafts¹², and such approach was observed until 1984.

In 1984, the transition to a broader specialization in the training of teachers began again and intake of students was enrolled in the Poltava Pedagogical Institute to the specialty “Teacher of General Technical Subjects and Mechanization of Agriculture”¹³. In 1986, teachers of General Technical Subjects and Mechanization of Agriculture were already trained in three universities. In addition, the specialty “Teacher of General Technical Subjects and Computer Science” was opened in Drohobych Pedagogical Institute, specialty “Teacher of General Technical Subjects and Crafts, methodologist for vocational guidance” – in Poltava, Uman and Kherson pedagogical institutes¹⁴.

⁸ Струганець Б. В. Підготовка вчителів трудового навчання у вищих навчальних закладах України (1958–1994 рр.): автореф. дис. на здобуття наук. ступеня канд. пед. наук: спец. 13.00.01, „Теорія та історія педагогіки”, Б. В. Струганець, К., 1995, С. 18.

⁹ Центральний державний архів..., ор. cit., Спр. 8609.

¹⁰ Ibidem, Спр. 8720.

¹¹ Ibidem, Спр. 282.

¹² Ibidem, Спр. 520.

¹³ Ibidem, Спр. 905.

¹⁴ Ibidem, Спр. 978.

In 1987, teachers of General Technical Subjects in different specialties were trained at 28, and in 1988 – at 33 faculties. Among them, the training of specialists with qualification “Teacher of General Technical Subjects and Crafts” was carried out at 9 faculties, “Teacher of General Technical Subjects and Physics” – 8, “Teacher of General Technical Subjects and Mechanization of Agriculture” – 4, “Teacher of General Technical Subjects, vocational guidance methodologist” – at 7, “Teacher of General Technical Subjects and Computer Science” – 2, “Teacher of General Technical Subjects and Mechanization of Agriculture” – 1, “Teacher of Biology with additional specialty the Basics of Agriculture” – at 2 faculties¹⁵. These specialists worked in secondary schools as teachers of the subject “Crafts”, teachers at the interschool training and production combines, teachers and masters of Production Training of vocational education institutions, heads of art and crafts workshops and technical creativity.

Since 1988, another decline of the interest in training teachers of General Technical Subjects (Crafts) has begun on the state level. Pedagogical institutes were allowed to independently determine the specialization of the teacher of labour education, to develop curricula, to determine the volume of recruitment, taking into account local conditions and material and technical basis. All this led to an increase in the number of specialties and specializations, the discrepancy in the curriculum of teacher training, curriculum programs at the end of the XXth century.

Conclusions

Improvement of training of the teacher of General Technical Subjects in Ukraine has always been the result of the changes in school education and the strategy of education development depended not only on social-economic conditions, but mostly on the activity of certain political leaders.

In the second half of the XXth century Teachers of General Technical Subjects in Ukraine provided teaching of the subject “Crafts” in secondary schools and educational subjects in interschool educational-industrial combines, production training of students in vocational education institutions, work of decorative and applied art groups and technical creativity.

The main stages of the improvement of teacher of General Technical Subjects training were: 1) stage of the foundation of the teacher of broad profile (1954–1958); 2) stage of the training of the teacher of profile Production Study (1958–1960); 3) stage of the cease of the training of the teacher of Production Study (1960–1969); 4) stage of the training of the teacher of General Technical Subjects (1969–1988); 5) stage of the decrease of interest to the training of the teacher of Crafts (1988–2000).

¹⁵ Ibidem, Сnp. 1021.

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Roman Monko

Training of the teacher of the Production Training, General Technical Subjects and Crafts in Ukraine (second half of the XXth century)

The article deals with the research of historical aspects of the development of the training of future teachers of the Production Training, General Technical Subjects and Crafts in higher educational institutions of Ukraine.

It was founded, that improvement of the teacher's training has always been the consequence of changes in school education and depended on social-economic conditions as well as on the activity of certain political leaders. The main stages of the teacher's training improvement in the second half of XXth century were: foundation of the wide profile teacher training (1954–1958); training of the teacher of the profile Production Training (1958–1960); closure of training of the teacher of the Production Training (1960–1969); training of the teachers of General Technical Subjects (1969–1988); decrease of the interest to the training of the teacher of Crafts (1988–2000).

Keywords: training of the teacher; teacher of the Production Training; teacher of Crafts; teacher of General Technical Subjects; teacher of Technologies.

Przygotowanie nauczyciela pracy, produkcyjnego nauczania i ogólnotechnicznych dyscyplin na Ukrainie (druga połowa XX wieku)

Artykuł jest poświęcony badaniu historycznych aspektów przygotowania przyszłych nauczycieli pracy, produkcyjnego nauczania, ogólnotechnicznych dyscyplin w wyższych edukacyjnych zakładach Ukrainy.

Ustalono, że doskonalenie przygotowania nauczyciela zawsze było skutkiem przemian w szkolnej edukacji i zależało od warunków społeczno-ekonomicznych oraz od działalności konkretnych politycznych liderów. Głównymi etapami doskonalenia przygotowania nauczyciela w drugiej połowie XX wieku były: przygotowania nauczyciela szerokiego profilu (1954–1958); kształtowanie nauczycieli pracy profilowej (1958–1960); kończenie przygotowywania nauczyciela pracy (1960–1969); przygotowanie nauczycieli ogólnotechnicznych dyscyplin (1969–1988); obniżanie się zainteresowania przygotowywaniem nauczyciela pracy (1988–2000).

Słowa kluczowe: przygotowanie nauczyciela; nauczyciel pracy; nauczyciel ogólnotechnicznych dyscyplin.

Tłumaczenie zbiorowe