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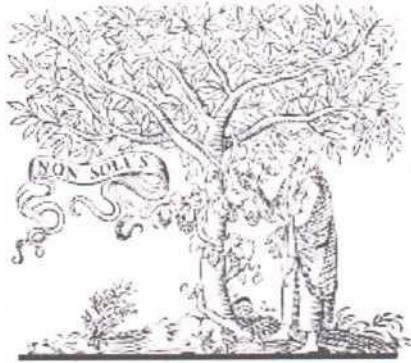
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Historical Educational Experience of the Beginning of the Twentieth Century in the Practice of the Modern Higher School of Ukraine

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Abstract: The author of the study analyzes and determines the features of the introduction of new forms of education in the highest historical pedagogical institutions of Ukraine in the early twentieth century. In particular: colloquiums, excursions, rehearsals, the organization of scientific sections of students and societies. Colloquiums were held to discuss the creative work of students. Proseminars prepared students for participation in seminars. Excursions prepared students for scientific work and taught them to collect information about historical monuments. Interviews and rehearsals took an important place in the revitalization of academic activity of students in universities. During the interviews, students learned to express their thoughts freely. Rehearsals were used as a means of monitoring the progress of students. An important component of the preparation of the future teacher of history was the organization of scientific student sections and societies. The main forms of their work were: the discussion of scientific reports, the publication of periodicals, the creation of libraries, museums, etc. The most talented students took part in scientific sections and societies. Thus, higher education institutions created prerequisites for the education of gifted young people. The publication also reveals the specifics of the practical training of students. The practical component included not only pedagogical, but also museum practice. In addition, pedagogical institutions of higher education conducted educational excursions, literary and musical evenings, organized social, sanitary and charitable activities. The author of the publication not only explores the features of various forms of education, but also the possibility of using them in the practice of the modern higher pedagogical institution in Ukraine.

Keywords: colloquium, proseminar, rehearsal, excursion, practical preparation.

Introduction

Reform and modernization of higher education in Ukraine, the need to increase its qualitative indicators require a deep study and creative application of national educational traditions and instructive national pedagogical experience of past years, one of which is the higher educational school of Ukraine of the early twentieth century. It was during this period that the processes of formation and development of new forms of learning took place, which at one time were unremembered but of great importance for the improvement of the professional training of a modern teacher.

Ukrainian scientists did not ignore the history of the development of higher education, which always affect the political and intellectual potential of society. Some issues of the development of higher education in Ukraine, including at the beginning of the twentieth century was considered in the writings of O. Lavrinenko and D. Ogienko (Lavrinenko, 2010; Ogienko, 2013). System study of the higher humanitarian education of the Ukraine in the early twentieth century was carried out in the study of N. Levitskaya (Levitskaya, 2012). The history of certain higher pedagogical educational institutions is considered in the writings of D. Bagalei, V. Zamlynsky, N. Kuzmenko (Bagalei 1906; Zamlynsky, 1984; Kuzmenko, 2011).

The aim of this publication is to find out the features of educational innovations in the higher historical pedagogical school of Ukraine at the beginning of the 20th century and to determine the possibilities of using this experience in modern conditions.

Materials and methods of research

In order to conduct a complex study and achieve our goal, we studied the process-substantive and organizational components of higher historical pedagogical education; historical and pedagogical for definition and substantiation of the conceptual idea of research; problem-genetic for the retrospective description and reconstruction of the system of higher historical pedagogical education Ukraine in the studied period; system-structural for the analysis of such components of the activities of higher educational institutions as organizational and teaching and

pedagogical work; analysis, revealing and highlighting of facts on the history of higher historical pedagogical education in the broad socio-pedagogical aspect.

The publication deals with documents and materials devoted to the history of individual educational institutions in Ukraine (Kyiv (Zamlynsky, 1984), Kharkiv (Bagalei, 1906), Nizhynsky (Kuzmenko, 2011), Glukhivsky (Ogienko, 2013)), written mainly in the form of historical essays. Typical for these editions is that the samples of these historical research and their publication took place mainly during celebrations of anniversary. These works can not be considered concretely scientific and historical studies, but they contain a large amount of actual material.

Results of the research and their discussion

Based on the source of the study, was characterized the positive tendencies of the development of the university historical pedagogical education of Ukraine in the beginning of the 20th century were characterized, which are relevant for the modern university. In 2014, the Verkhovna Rada of Ukraine adopted the Law on Higher Education, which provides for a wide autonomy of higher education institutions. Each educational institution relatively the right to independence and responsibility of the higher educational institution in making decisions regarding the development of academic freedoms, the organization of educational process, scientific research, internal management, economic and other activities, independent selection and placement of personnel within the limits established by the Law, etc. However, the problem of the autonomy of educational institutions is not new and was actively implemented in higher pedagogical education in 1901-1905.

At the beginning of the twentieth century on the territory of Ukraine, the concept of education was realized, according to which the main mission of the higher education was to determine the training of highly qualified personnel for the state administration. Centers of educational districts during this period were universities, which promoted distribution of lyceums and schools; initiated teacher courses and congresses; formed scientific societies that united the broad pedagogical community.

In 1901, the Ministry of National Education of the Russian Empire initiated a discussion of possible changes in university life, in particular, increase the independence of academic colleges and providing them with material and property and administrative rights. Under the influence of the revolutionary events of 1905, universities gained internal autonomy: the council of professors was run by the university, to chose rectors and new teachers, which were then formally approved by

the minister of education. Inspections and limitation for apprentices were canceled: expanding the range of people who had the right to enter universities, increased funds for the functioning of universities, etc. (Levitskaya, 2012). Unfortunately, most of the provisions have not been implemented in higher education. However, these trends are relevant for modern Ukrainian higher education and allow us to determine the main directions of possible considerations for the further implementation of the idea of autonomy of higher education institutions.

Modern higher education in Ukraine was to aim at providing youth with equal constitutional rights, development and self-realization of each student as a person, regardless of their nationality. Education of national minorities of Ukraine is considered today as a system of state measures aimed at meeting the needs of representatives of different ethnic groups, related to the specifics of their ethnocultural development, unequal ethnic communities, compact or dispersed resettlement in Ukraine, and their organizational structuring. The legislative framework guarantees, first of all, the free development of national minorities, stimulates their desire to keep ethnic identity, and act for the common good all country.

Consistent, versatile work on provision the right to free education for representatives of all peoples who lived on the territory of Ukraine, first began to be held at the beginning of the last century. To develop the education, science, culture of national minorities had national institutions. For example, in the first Statute of the Ukrainian Academy of Sciences (1918), were vacancies for academicians who would be involved in the development of problems of national-cultural life of national minorities directly related to Ukraine. Similarly the National Library and the Central Committee was worked for the Preservation of Antiquities and Arts of Ukraine. This tendency has important theoretical and practical significance and can become one of the priority directions of the educational personnel policy of modern Ukraine, meeting the needs of educational institutions of national minorities by the relevant specialists and creating conditions for their effective pedagogical activity, traineeship, training, retraining and professional development.

The pedagogical heritage of Ukraine in the early twentieth century was marked by the development of national education. During this period, a large number of talented Ukrainian pedagogical trends emerged based on the ideas of unity between human and nature, the language of the people, religion, history and culture,

patriotism, historicism, nationality, religious postulates and unity with progressive European pedagogical ideas.

Essential in the experience of higher historical pedagogical education at the beginning of the twentieth century is the study of the organizational components of the learning process. First of all, this is the introduction of new forms of instruction in the modern higher historical pedagogical education, which have been widely used in past years.

In the second half of the XIX century in the classical universities of Ukraine such a form of practical classes as colloquiums arose. Explore archival materials is indicated that colloquiums at the historical and philological faculties were conducted with the aim of discussing the pedagogical works of students and were most often used in the middle of the semester during the study of most theoretical courses, mainly from those disciplines, of which no practical lessons were planned. That's why the teachers monitored the quality of independent work of students, and their educational achievements were formalized in the form of a value judgment, the purpose of which was to show the advantages and disadvantages of the knowledge of future teachers.

In the modern educational process of the higher historical pedagogical school, appropriate to apply the colloquium used instead of the seminar, since this form of training enables the diagnosis of knowledge acquisition and the formation of competencies, performs an organized function, activates students and can be recommended in teaching practice as one of the most effective forms of communication. The colloquium is especially relevant when a subject is studied several terms with a total final control.

Another form of study at university educational institutions in the early twentieth century were seminars. They were the elementary lessons which did not require a high level of previous training. Professorial seminars were an integral part of acquirement a professional level of students and an important form of scientific and pedagogical experience. Seminars were held on the first courses of historical and philological faculties. The main purpose of these classes was to prepare students for seminars. Traditionally, the workshop consisted of two stages: on the first one the students were introduced to the specifics of independent work, as well as with literature, sources, method of working on them, on the second stage of the

students were prepared to the lectures on certain topics, reading and discussion by participants of the seminar with making the conclusion (Belyavsky, 1979).

Seminars should be used in the practice of the modern higher pedagogical school, especially in the first year, since students have not yet formed the subject competence, and special attention should be given to developing skills in working with sources, preventing compilation and solving scientific problems.

Interviews and rehearsals took an important place in activating the students' educational activities at the universities. The purpose of the interview was to encourage students to freely express their thoughts. Unlike the rehearsals, they were more complex, conducted once or twice a month for 2-4 academic hours, usually in the form of a dispute. Their conduct was mandatory not only for all professors, but even for the rector of the university. During the interviews, students gave their analytical reports on the news of pedagogical and special literature, read and discussed their abstracts and reviews on various works, expressed their own wishes regarding the organization and content of training sessions. Interviews helped teachers learn the interests and abilities, the individual characteristics of students. Rehearsals were used in universities of Ukraine as one of the most effective means of objective control over the learning student's progress. During the rehearsals, the notes of the students were checked, the abstracts of students, knowledge of one or several theoretical courses, the availability and knowledge of the recommended literature, visiting of the library by students (Bagalei, 1906). For example, at the University of St. Vladimir teachers conducted weekly «selective and short-term» rehearsals, and the so-called «main and general») rehearsals were held at the end of the school year (Zamlynsky, 1984). In the Kharkov University rehearsals were conducted in the form of a dialogue between teachers and students weekly and «by third of the year». Weekly rehearsals were conducted by candidate students or adjutants and masters, «by third of the year» - those teachers and professors who read the theoretical courses (Bagalei, 1906).

In the conditions of the credit system, when the main task of the teacher is to manage the independent work of students, the formation of motive learning, organization and control of the results of the educational process, interview and rehearsal are appropriate to use as forms of organization of continuous control, which will allow monitoring the achievements of students' educational activities in a modern higher educational institution.

Attention should be paid to one more form of education, which was an important addition to practical lessons at the historical and philological departments excursion. At

the turn of the nineteenth and twentieth centuries under excursion understood first of all scientific research or the process of accumulation of certain knowledge about this or that historical monument. This form of work contributed to the expansion of the general outlook of future teachers of history and was an integral part of their professional development. Educational institutions were interested in organizing excursions, as they saw in them not only a means to improve the teaching of pedagogical disciplines and the attraction of students to research activities, but also an effective way to teach co-existence in the team, the ability to overcome difficulties and interpersonal psychological and domestic barriers and, to improve knowledge and methods of conducting excursions for further practical work (Lavrynenko, 2010).

Excursions are particularly useful in the practice of the modern higher educational pedagogical school of Ukraine. As during their studies, students have the opportunity to directly familiarize themselves with historical monuments, life, culture, activities of known personalities. Excursions to museums not only help future teachers of history feel the features of the development of society, try themselves as researchers, but also form the ability to use information resources. A modern history teacher should be able to find the information necessary for professional activity, analyse sources, using the latest communication technologies, to realize how important it is to have information stored, systematized and passed on to students.

Analysing the experience of the higher historical pedagogical education of Ukraine at the beginning of the twentieth century demonstrates be noted that an important component of the preparation of the future teacher of history was the organization of scientific historical student groups and societies.

In December 1901, Minister of Education P. Vannovsky initiated the practical use of the «Provisional Rules for the Organization of Student Institutions in Higher Educational Institutions of the Ministry of Public Education)), according to which the administrations of higher education institutions were granted the right, at the request of students, to found scientific section. They were organized according to a certain scheme: initially, the group of students had to receive support from the faculty, after which they developed a temporary statute of the association; then the decision to establish the section was taken by the Board of the educational institution and, finally,

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the case ended with his approval by the trustee of the educational district with the appropriate information of the Minister of Education. To the leadership of faculty or general (for all faculties) groups were attracted students through a selected office,

headed by professor appointed by the faculty director. Scientific groups with the permission of the administration, they had the right at their own expense (at the expense of membership fees) in addition to arranging meetings with reading and listening to abstracts, allowed the organization of excursions and the foundation of libraries (Levitskaya, 2012).

Student clubs actively worked. For example, the «(Historical and Ethnographic Student Section» of University of St. Vladimir held nine meetings during one academic year. They discussed 19 essays on the history of Russia, the Middle Ages, philosophy, literature and ethnography, reports on summer trips and student studies (Zamlynsky, 1984).

In the early twentieth century alongside the section scientific and historical societies were created that united professional historians (teachers of higher and secondary schools, archivists, workers of libraries and museums) and amateurs and had a universal or narrowly specialized direction. The main forms of work of scientific historical societies were listening and discussing of scientific reports publication of periodical and non-periodic publications («Proceedings», «Notes», etc.) collection of historical sources and monuments, creation of libraries, museums and archives, organization of archaeological and ethnographic expeditions, cultural and educational activities in the form of public lectures, etc. In addition to a small portion of voluntary contribution and membership fees the activities of all societies depended on state subsidies which in general determined their state-legitimate nature (Levitskaya, 2012). The best known among the existing historical societies in Ukraine were: «(Historical Society of the Chronicle of Nestor» in Kyiv, «Kharkiv Historical and Philological Society», «(Historical and Philological Society at the Novorossiysk University» and «(Historical and Philological Society» in the Historical and Philological Institute of the Prince Bezborodka in Nizhyn. These societies conducted research on regional history, collected and published archaeological, ethnographic and written memos of the past, participated in the preparation and conduct of all-Russian congresses (primarily archaeological congresses).

It is clear that the most gifted students took part in scientific societies. Thus, the preconditions for the education of gifted youth were created in higher educational establishments.

At the beginning of the twentieth century in pedagogical education the question was raised not only about the introduction of new forms of learning but also about the combination of theoretical and practical components of the training of future teachers of history. In connection with this, the curricula of all universities of the Russian Ukraine were amended, which included compulsory practical training, during which future teachers, under the direction of professor-mentor, lectured at junior high schools, conducted interviews, consultations, rehearsals, performed duties of assistant professors.

In educational institutions the practical component encompassed pedagogical and museum practice educational excursions, organization and participation in literary and musical evenings, social and sanitary and charitable activities. Pedagogical practice was carried out in three stages: the preparatory (conducted the study of the subjects of the school course and the receipt of instructions for their training) passive (attendance at the higher elementary school, monitoring the conduct of the teacher's classes, participation in the setting conferences) and active (conducting trial lessons and psychological and pedagogical observation behind students of the city school with the purpose of writing school characteristics) (Kuzmenko, 2011).

The museum practice was another form of practical training in educational institutions. This introduction was justified by the need to improve the practical and methodological training of graduates in the absence of the possibility of providing methodological assistance to young teachers in the workplace. To this end, the institutes opened pedagogical museums, the work of which was organized in such a way: at the beginning of the academic year, the teachers' institutes distributed students to groups (according to different departments of the museum), each of which studied some teaching aids and methodological recommendations that they had to investigate. At the set time future teachers were to provide written essays that contained an analysis of textbooks and methodological recommendations for subjects studied in municipal schools; further abstracts were heard at the pedagogical meetings with the participation of the director, teachers and all pupils.

The results of the discussions were recorded in protocols and distributed to each student then these protocols served as a kind of methodical guides (Ogienko, 2013).

It should be noted that the distress of the World War I: a large number of the wounded military orphan children and the spread of infectious diseases influenced the emergence of non-standard types of practical activities of students of pedagogical universities philanthropic and social and sanitary. Their emergence stemmed from the very essence of the profession of a teacher, not only as a model of educated, but also a highly moral personality, a bearer of human values. Thus, thanks to the efforts of students, charitable donations were made, holiday gifts, clothes, shoes, charity events were organized: exhibitions, concerts, etc. To improve the overall cultural and educational level of wounded soldiers and children of lost parents, educational tours, literacy classes, arithmetic, etc. were organized. In addition, the students performed the duties of volunteer-nurses, studied the basics of providing first medical aid.

Conclusions

Thus, the introduction of such forms of work as colloquiums, seminars, rehearsals, excursions, etc., as well as the development of a system of formation of practical skills and that created conditions for the effective work of a teacher at a school in the early twentieth century can become a good example for improving the professional education of a modern history teacher. In addition, the experience of organizing scientific student groups and societies and the activation of the work of student socio-political associations, first of all, in the sphere of disputes, discussions on various historical and social problems, deserve attention.

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