



Chapter II. HISTORICAL AND PHILOSOPHICAL ASPECTS OF PEDAGOGICAL RESEARCH

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ОРГАНІЗАЦІЙНІ ФОРМИ ПІДВИЩЕННЯ КВАЛІФІКАЦІЇ ВЧИТЕЛІВ ПОЧАТКОВИХ ШІЛ У ЗАХІДНИХ ОБЛАСТЯХ УКРАЇНИ (70-80-ТІ РР. ХХ СТ.)

Анотація. Стаття присвячена проблемі післядипломної освіти вчителів в її історичному розвитку в західних областях України. Зазначено, що, незважаючи на складні умови розвитку української педагогічної освіти за умов війни, актуальними залишаються проблеми якісної підготовки (перепідготовки) вчителя початкової школи. Саме педагогічна освіта є міцним фундаментом, на якому базуються всі освітні реформи, зокрема й Нова українська школа. Для України, яка розвивається в контексті європейських освітніх процесів, актуальною є проблема вдосконалення неперервної педагогічної освіти (освіти впродовж життя). Українська освітня теорія і практика має певний досвід розвитку післядипломної освіти, зокрема в західному регіоні України у ХХ сторіччі (Івано-франківська, Тернопільська, Чернівецька, Львівська, Закарпатська, Рівненська, Волинська області). Таку безперервну педагогічну освіту вчителів початкової школи в західних областях України впродовж 70 – 80-х рр. ХХ ст. забезпечували обласні інститути вдосконалення вчителів. Розвиток системи післядипломної освіти базувався на відповідній законодавчій базі. Окрім традиційних форм підвищення кваліфікації (курси підвищення кваліфікації вчителів початкових класів), практикували проведення різних лекцій, семінарів, конференцій, факультативні та практичні заняття, індивідуальні та групові консультації, іспити, екскурсії, організували педагогічну практику в найкращих школах кожної з областей, активно використовували технічні засоби навчання та ЕОМ застосовували рольові та ділові ігри, моделювання уроків тощо. Ця організаційна робота особливо активізувалася після освітньої реформи 1985 р. Велику увагу надавали пропаганді передового педагогічного досвіду, його вивчали, поширювали, що слугувало підвищенню професійної майстерності педагогів, їхній самоосвіті. Досі актуальним та таким, що потребує окремого додаткового вивчення, є, наприклад, досвід Яворівської середньої школи (очільник – педагог-новатор П. Лосюк) та досвід Середньоберезівської середньої школи (очільник – педагог-новатор В. Білавич) (Косівський район Івано-Франківської області), який за досліджуваного періоду науковці розглядали як важливу організаційну форму післядипломної освіти вчителів.

Ключові слова: післядипломна педагогічна освіта, підвищення кваліфікації вчителів, неперервна освіта, самоосвіта, західні області України, учителі початкової школи, педагоги-новатори, передовий педагогічний досвід, обласний інститут удосконалення вчителів.

ORGANIZATIONAL FORMS OF QUALIFICATION IMPROVEMENT FOR PRIMARY SCHOOL TEACHERS IN WESTERN REGIONS OF UKRAINE (1970S-1980S)

Abstract. This article addresses the issue of postgraduate education for teachers in its historical development in the western regions of Ukraine. Despite the challenging conditions for the development of Ukrainian pedagogical education during wartime, the problems of quality training and retraining for primary school teachers remain relevant. Pedagogical education is the strong foundation on which all educational reforms, including the New Ukrainian School, are based. For Ukraine, which is evolving in the context of European educational processes, the issue of continuous pedagogical education (lifelong learning) is crucial. Ukrainian educational theory and practice have accumulated certain experience in the development of postgraduate education, particularly in the western region of Ukraine in the 20th century (Ivano-Frankivsk, Ternopil, Chernivtsi, Lviv, Zakarpattia, Rivne, Volyn regions). Continuous pedagogical education for primary school teachers in the western regions of Ukraine in the 1970s-1980s was provided by regional institutes for teacher improvement. The development of the postgraduate education system was based on relevant legislation. In addition to traditional forms of qualification improvement (courses for primary school teachers), various lectures, seminars, conferences, elective and practical classes, individual and group consultations, exams, excursions, and organizing teaching practice in the best schools in each region were conducted. Technical teaching aids and computers were actively used, along with role-playing and business games, lesson simulations, and more. This organizational work was particularly intensified after the educational reform in 1985. Special attention was given to the promotion of advanced pedagogical experience, which was studied, disseminated, and contributed to the professional development and self-education of teachers. Still relevant and requiring separate additional research is, for example, the experience of Yavoriv Secondary School (headed by the pedagogical innovator P. Losyuk) and the experience of Serednoberezhivska Secondary School (headed by the pedagogical innovator V. Bilavych) in the Kosiv



district of Ivano-Frankivsk region, which researchers during the studied period considered as an important organizational form of postgraduate education for teachers.

Keywords: postgraduate pedagogical education, teacher qualification improvement, lifelong learning, self-education, western regions of Ukraine, primary school teachers, pedagogical innovators, advanced pedagogical experience, regional institute for teacher improvement.

INTRODUCTION

The problem formulation. The Ukrainian system of pedagogical education is currently developing under challenging conditions, including the full-scale invasion by Russia on February 24, 2022. Despite these difficult circumstances, the issues of quality training and retraining for primary school teachers remain relevant. Pedagogical education serves as a strong foundation upon which all educational reforms, including the New Ukrainian School, are based. The Ukrainian system of pedagogical education is evolving in the context of European educational processes. For Ukraine, the issue of improving continuous pedagogical education (lifelong learning) is also significant.

According to some scholars (M. Bratko, L. Khoruzha, and others), the modern university can serve as a model for lifelong pedagogical education. These authors focus on the advantages of introducing this model, which include diversifying pedagogical training, expanding the competence field of pedagogical knowledge and skills, creating a dynamic educational environment, and motivating higher education graduates to self-organize in the process of building their own professional development trajectory.

Open education today is aimed at building lifelong learning and creating a bridge between formal and informal education (Lokshyna, 2018).

In light of these developments, the issue of self-education for primary school teachers becomes increasingly relevant. Ukrainian primary schools have always felt the need for experienced and highly qualified teachers, whose professional level should constantly improve in the course of their pedagogical activities. The problem of forming professional competence for teachers within the framework of continuous education (in this case, postgraduate pedagogical education) is driven not only by the necessity of systematically enhancing the professional level of primary school teachers in the face of growing knowledge, the “aging” of existing professional-methodical tools, the development of new education technologies, digitalization, and more, but also by the goal set by the New Ukrainian School for domestic educators, which is to shape highly professional, socially responsible teachers capable of making optimal decisions for their students.

Analysis of recent research and publications. Despite the fact that issues related to researching the history, theory, and practice of postgraduate education development in the western region of Ukraine in the 20th century were at the center of attention for a number of researchers (such as D. Hertsyuk, V. Hommonay, T. Zavorodnia, B. Stuparyk, and other authors who analyzed historical aspects of pedagogical education development; N. Basarab, O. Havrylchuk, V. Hladush, O. Kapchenko, S. Krysiuk, N. Matveieva, A. Nahirnyak, V. Prymakova, V. Russol, R. Skulsky, I. Strazhnikova, and other researchers who examined various aspects of the theory and methodology of postgraduate education development in the second half of the 20th century), there are still specific questions that require further examination and additional analysis.

THE AIM AND RESEARCH TASKS

The aim of the article is to analyze specific organizational forms of professional development for primary school teachers in the western regions of Ukraine during the 1970s and 1980s.

RESEARCH METHODS.

Research Methods: the article employs various research methods, including: general Scientific Methods: These are used to analyze the legal framework related to the development of postgraduate pedagogical education in Ukraine during the second half of the 20th century; historical-pedagogical literature analysis: this method is employed to examine the trends in the development of postgraduate pedagogical education in the western regions of Ukraine. It is used to identify organizational forms for the professional development of primary school teachers and characterize advanced pedagogical experience during the 1970s and 1980s; search and bibliographic method: this method is utilized to systematically organize and classify the sources used in the research.

These research methods are applied to achieve the goal of analyzing the specific organizational forms of professional development for primary school teachers in the specified time period and region.

RESEARCH RESULTS

The concept of postgraduate pedagogical education is complex and multifaceted. Scholars like V. Prymakova, L. Khoruzha, and L. Pukhovska approach it from various perspectives, including the socio-philosophical, institutional, and procedural dimensions. In historical retrospect, researcher V. Prymakova defines its content as “a purposeful activity of educational institutions or a certified specialist determined by the specific tasks, content of primary and postgraduate pedagogical education, and the peculiarities of the professional activities of primary school teachers, resulting in their professionalization”.

Professionalization, according to V. Prymakova, is considered “as a process and the expected outcome of postgraduate education for teachers, encompassing periods of professional formation and development of educators”. Terms such as “professionalism”, “professional competence”, “pedagogical mastery”, “subject development”, “professional development”, are seen as closely related in meaning.

Esteemed scholars like T. Havrylenko, V. Hladush, T. Zavorodnia, S. Krysiuk, V. Prymakova, H. Pustovit, R. Skulsky, V. Sukhomlynsky, and others rightly believe that not only basic pedagogical education but also continuous self-education, self-development, self-improvement, and postgraduate education are crucial for shaping the personality of a teacher.



Among the key sources of information in the self-education of primary school teachers, researcher N. Basarab identifies various sources, such as books (scientific, scientific-methodical, methodical, literary, and other literature), professional periodicals (newspapers, journals), the internet, television, video and audio information, seminars, roundtables, conferences, master classes, qualification enhancement courses, excursions, theaters, exhibitions, museums, concerts, events for exchanging experiences, various courses, and trips.

During the 1970s-1980s in the western regions of Ukraine, continuous pedagogical education for primary school teachers was provided by Regional Institutes for Teacher Improvement (RITI). These institutes had a rich history and educational traditions in the field of preparing and retraining pedagogical staff, contributing to the development of educational practices.

The development of postgraduate pedagogical education in Ukraine during the 1970s and 1980s was grounded in the relevant legal framework. For example, on June 28, 1974, the Ukrainian SSR adopted the "Law on Public Education", which included provisions related to the improvement of qualifications for pedagogical workers. This law mentioned various organizational forms for the improvement of qualifications for teachers, including higher educational institutions, institutes for teacher improvement, and institutes for qualification enhancement. These institutions played a significant role in enhancing the professional skills and qualifications of primary school teachers. This legal framework provided the basis for organizing and implementing postgraduate pedagogical education (Stynska, Prokopiv, Vasilishyn, 2023).

Taking the example of the Lviv Regional Institute for Teacher Improvement (LRITI), we can trace how the enhancement of qualifications for primary school teachers was carried out in the 1970s and 1980s. The Lviv Regional Institute for Teacher Improvement played a leading role in improving the professional mastery and qualifications of primary school teachers through a specific form, namely, training courses. The institute's staff had a wide range of responsibilities that expanded with each passing year. These responsibilities included conducting district parents' meetings, district teacher conferences, seminars, meetings, attending lessons, developing methodical recommendations, creating dictation texts, and control works, conducting them in schools, studying the organization of program material revision, extracurricular activities, the state of production practice, and socially useful work. They were also responsible for the state of education and upbringing in educational institutions, selecting exhibits for regional and republican pedagogical exhibitions, preparing materials for the regional council, studying advanced pedagogical experience, preparing materials for various publications, conducting courses, organizing and conducting Olympiads, pedagogical readings, competitions, participating in political clubs, preparing political information, writing speeches for officials, participating in final sessions of political clubs, district council sessions, and many other activities, often unrelated to pedagogy (Lvivskyi oblasnyi instytut pisladyplomnoipedahohichnoi osvity). These efforts were aimed at enhancing the professional competence and expertise of primary school teachers during that period.

During the 1980s, despite the complex socio-political processes in Ukraine, which had an impact on the education system, this period was characterized as both challenging and productive for the field of postgraduate education for primary school teachers. In addition to traditional forms of professional development for educators, various other methods and approaches were implemented to enhance the qualifications of primary school teachers.

The period witnessed the use of different pedagogical activities, including lectures, seminars, conferences, optional and practical classes, individual and group consultations, examinations, excursions, and the organization of pedagogical practice in the best schools in the region. Additionally, there was a strong emphasis on utilizing technical teaching aids and computer-assisted learning to enhance the engagement of course participants. Role-playing games, modeling lessons, and other interactive teaching methods were also utilized.

For example, in the Ternopil Regional Institute for Teacher Improvement (TRITI), they engaged 206 lecturers, including the best instructors from four higher education institutions in Ternopil, Ivano-Frankivsk, Lviv, and Kyiv. The quality of the lecturers' staff was diverse, consisting of doctors of science (2.9%), candidates of science (53.9%), and school and education authorities' employees (42.2%). This diverse team of lecturers contributed to the effectiveness and quality of the training courses (Ternopilskyi oblasnyi komunalnyi instytut pisladyplomnoi pedahohichnoi osvity).

Despite the challenges and political context of the time, efforts to enhance the qualifications and professionalism of primary school teachers continued to evolve and adapt to the changing educational landscape. The use of various teaching methods and the collaboration with experts from different institutions contributed to the overall success of postgraduate pedagogical education during this period.

During the 1980s, the system of postgraduate pedagogical education in Ukraine developed effective forms of the educational process. This organizational work became particularly active following the educational reform in 1985, one of the key tasks of which was to improve the qualifications of teaching staff. Therefore, educational institutions directed their efforts toward enhancing the organizational structure, the content of methodological work, finding efficient methods of organizing in-service training, working with young educators, ensuring psychological transformations in teachers' activities under the conditions of school reform, and promoting and implementing advanced pedagogical methods, and more.

The innovative concept of the pedagogue and innovator M. Guzik (1988) gained followers throughout Ukraine, notably in Kivertsi Comprehensive School in the Volyn region. They adapted and implemented the conceptual foundations of the teacher-innovator to function in educational institutions under various educational and pedagogical conditions (Lisova, 2012, p. 15–16). Beginning their work based on M. Guzik's concept, teachers underwent training at the Author's School of M. Guzik within the Yuzhenska City Council of the Odesa District in the Odesa Region (Lisova, 2012, p. 15–16).

The research period was productive in terms of studying and popularizing advanced educational practices in two schools located in the Carpathian region, specifically in Kosivshchyna. One of them was the Yavoriv Secondary School, which was led for over 45 years by Petro Losiuk (1936–2020). He was a renowned expert in the field of management and the upbringing of young students through the means of traditional arts, a pedagogical practitioner, a member-



correspondent of the National Academy of Educational Sciences of Ukraine (elected on March 30, 1994), a candidate of pedagogical sciences, a People's Teacher of Ukraine, and an Honored Teacher of the Ukrainian SSR. Petro Losiuk developed the organizational and pedagogical foundations of the Hutsul school's activities, implemented a system of labor, aesthetic, and intellectual upbringing of children based on the decorative and applied arts of the Hutsul region, theoretically justified and experimentally confirmed the pedagogical feasibility of combining art and manual labor in schools in areas where traditional folk crafts are developed. He also developed a methodology for using the region's ethnographic component (in the Hutsul region – Hutsul studies) as a means of moral and national-patriotic education for children and youth. Moreover, he devised and successfully implemented a didactic system that combined vocational training with the professional preparation of senior high school students in a single rural school for mountainous areas. He established a "School of Talents" by introducing his original methodology for developing the inclinations and talents of schoolchildren, which is now applied not only in rural schools of the Hutsul region but also in various schools across the Carpathian region and, in part, throughout schools in Ukraine (National Academy of Educational Sciences of Ukraine, 2020).

In the Pedagogical Dictionary edited by the active member of the National Academy of Educational Sciences of Ukraine, M. Yarmachenko (Kyiv, 2001), it is mentioned: "Bilavych Vasyl Ivanovych (1941–1989) – a Ukrainian educational innovator of the 1970s. He worked as a math teacher, deputy head (1964–1972), and the school principal (1972–1989) at the Serebnoberezhivska School in the Ivano-Frankivsk region. The foundation of education and upbringing at this school was based on the concept of the decisive role of combining learning with the real productive work of students in shaping their personalities, which yielded brilliant results. Delegations from pedagogical teams from many republics of the former USSR studied the school's experience. V. Bilavych published ten works about the experience of the Serebnoberezhivska school. He was a delegate to the Teacher's Congress of Ukraine (1987) and other educational forums" (Pedagogical Dictionary, 2001, p. 55).

By the early 1980s, Vasyl Bilavych's innovative concept was spreading, and it was named "Variant of V. Bilavych" in the educational program of the central Ukrainian television channel. In 1985, an educational and production complex was established at the school, including carpentry, turning, transportation, and livestock workshops, along with a research section. Starting from 1987, the livestock workshop fully supplied the school cafeteria with meat and dairy products, with surplus products being sold to the state. The innovative pedagogical system recognized the school's educational and production facilities not only as a source of food but also as a biological laboratory and a school for economic knowledge, where future farmers were trained (Bilavych, 1989). Vasyl Bilavych's original concept of combining education with productive labor, comprehensive student development, preparation of graduates for life, priority development of rural schools, students acquiring professions within the school, and payment for student work, remains particularly relevant today.

The experience of these educational innovators gained prominence through the activities of the Ministry of Education of the Ukrainian SSR, the Institute of Pedagogy, the Central Institute for Teacher Improvement, which, according to the Minister of Education's order No. 55 of March 28, 1979, regarding the "Creation of the Central Index of Advanced Pedagogical Experience of the Ukrainian SSR", created such an index and issued corresponding directives and instructional materials to regional teacher improvement institutes. The principles of the mastery of teachers-innovators of the Ukrainian SSR were described, and the results of the creative implementation of the achievements of contemporary pedagogical science were presented. For instance, a resolution of the Ministry of Education of the Ukrainian SSR dated March 28, 1984, approved the experience of the pedagogical team of the Serebnoberezhivska school regarding the organization of productive student labor and included it in the Central Index of Advanced Pedagogical Experience (Bilavych, 2015, p. 419–420).

CONCLUSION AND PROSPECTS FOR FURTHER RESEARCH

Despite the challenging conditions for the development of Ukrainian pedagogical education during wartime, the problems of quality training and retraining for primary school teachers remain relevant. Pedagogical education is the strong foundation on which all educational reforms, including the New Ukrainian School, are based. For Ukraine, which is evolving in the context of European educational processes, the issue of continuous pedagogical education (lifelong learning) is crucial. Ukrainian educational theory and practice have accumulated certain experience in the development of postgraduate education, particularly in the western region of Ukraine in the 20th century (Ivano-Frankivsk, Ternopil, Chernivtsi, Lviv, Zakarpattia, Rivne, Volyn regions). Continuous pedagogical education for primary school teachers in the western regions of Ukraine in the 1970s–1980s was provided by regional institutes for teacher improvement. The development of the postgraduate education system was based on relevant legislation. In addition to traditional forms of qualification improvement (courses for primary school teachers), various lectures, seminars, conferences, elective and practical classes, individual and group consultations, exams, excursions, and organizing teaching practice in the best schools in each region were conducted. Technical teaching aids and computers were actively used, along with role-playing and business games, lesson simulations, and more. This organizational work was particularly intensified after the educational reform in 1985. Special attention was given to the promotion of advanced pedagogical experience, which was studied, disseminated, and contributed to the professional development and self-education of teachers. Still relevant and requiring separate additional research is, for example, the experience of Yavoriv Secondary School (headed by the pedagogical innovator P. Losyuk) and the experience of Serebnoberezhivska Secondary School (headed by the pedagogical innovator V. Bilavych) in the Kosiv district of Ivano-Frankivsk region, which researchers during the studied period considered as an important organizational form of postgraduate education for teachers.



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