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До матеріалів Всеукраїнської науково-практичної онлайн-конференції включені доповіді науково-педагогічних і педагогічних працівників закладів вищої, загальної середньої та дошкільної освіти, аспірантів, здобувачів.

Тематика матеріалів збірника охоплює питання, що стосуються формування професійної компетентності педагога, складових професійної компетентності педагога у контексті модернізації освіти, проблем інклюзії в освіті, ролі педагогічної практики у формуванні професійної компетентності майбутнього вчителя-вихователя, моніторингу якості освіти тощо.

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never extrapolated into the pedagogical process, F. Dolto was a skillful and successful teacher and popularizer of psychoanalysis.

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ON THE ISSUE OF STAFFING OF THE OUT-OF-SCHOOL EDUCATION INSTITUTIONS OF THE ECOLOGICAL-NATURALISTIC DIRECTION IN THE NORTH-EASTERN UKRAINE IN THE MIDDLE OF THE 20TH CENTURY

Vertel V. V.

The relevance of the problem is enhanced by the need to form a new system of out-of-school education, oriented towards entering the European and world education areas. Modernization of ecological and naturalistic work (hereinafter – ENW) in out-of-school education institutions (hereinafter – OEI), introduction of innovative forms and methods is impossible without taking into account the peculiarities of the formation and development of its main actors – educators who conduct circle and group work. The insufficient level of their professionalism negatively affects the quality of ENW. The analysis of the sources proved that the outlined topic was not adequately covered in the studies of domestic researchers. Taking this fact into account, there is a need to study the quantitative and qualitative composition of pedagogical workers of OEI in historical retrospect.

Analysis of recent research and publications. The issues of staffing in OEI are revealed in the dissertation research of Ukrainian scientists V. Verbytskyi, L. Kostenko, M. Kahalna, I. Parkhomenko and others.

The purpose of research: analysis of the quantitative and qualitative composition of the teaching staff of the OEI of the ecological-naturalistic direction in the North-Eastern Ukraine in the middle of the 20th century.

Research results. Investigating the quantitative and qualitative composition

of the teaching staff of OEI of the ecological-naturalistic direction in the early 1950's and the first half of the 1960's, it is worth analyzing its socio-professional component, taking into account the fact that the educational process in OEI and management of naturalistic circles in general secondary education institutions (hereinafter – GSEI) were carried out, as a rule, by biology and natural science teachers. Therefore, the analysis of their composition reflects the professional composition of the pedagogical teams of the OEI. The objectivity of the study on this issue is supported by the processing of archival materials of the state archives of Sumy, Chernihiv and Kharkiv regions. On average, statistical data on the quantitative and qualitative composition of teaching staff in these regions do not differ significantly.

The acuteness of the problem of providing the education sector with teaching staff in the post-war period was caused by the fact that during the Second World War the number of teachers in the Ukrainian Soviet Socialist Republic (hereinafter – Ukrainian SSR) decreased by 30%. If in the 1940-1941 academic year 238,000 teachers worked in the schools of the republic, then in the 1945-1946 academic year there were about 177,000 of them [6, sh. 2]. Taking into account the fact that the majority of circles, clubs and other associations of the ecological-naturalistic direction worked in GSEI under the leadership of biology teachers, it is worth analyzing the quality of teachers of biological disciplines on the example of Sumy region. At the beginning of the 1948-1949 academic year, 3,882 teachers worked in the OEI in Sumy region, 748 of whom taught biology and natural science (440 and 308, respectively). Of the total number of biology and science teachers, only 42.2% had a diploma of higher education. There were 44% of biology teachers with an education received at a teacher's institute or other education institution equivalent to it or who received the appropriate qualification by attestation, and 13.7% of teachers of biological disciplines generally had secondary or incomplete secondary education. The indicators of employees with higher education among the heads of education institutions at that time were much worse. For example, out of 632 heads of primary schools, only 5 teachers had higher education. Among 379 principals of seven-year schools, 91 had higher education. The state of affairs was much better in secondary schools, where 50 out of 65 managers had completed higher education. [1, sh.1]. The ratio of Sumy region teachers according to the gender at that time was indicative. So, out of 8,128 people, 6,378 were women (78.4%).

Taking into account the fact that the majority of circles, clubs and other creative student associations of the ecological-naturalistic direction worked in rural secondary schools under the leadership of biology teachers, it is worth analyzing the quality of teachers of biological disciplines in rural areas using the example of the Sumy region. The educational and qualification level of biology and science teachers in rural schools was significantly lower than among city educators. Thus, if in cities 58.3% of biology and science teachers had a diploma of higher education, then in rural areas only 37.5%. There were 11.8% more teachers with a teacher's institute education in rural areas than in cities, and the share of teachers with secondary and incomplete secondary education in villages reached almost

19%, while in cities there were 7% of such teachers [1, sh. 2-3]. Constant problems with the quality of the teaching staff of rural schools, the difficult conditions of their functioning and the low quality of educational resources and other facilities had a negative impact on the quality of ENW. However, since the beginning of the 60's, the educational level of rural teachers has increased significantly. The number of teachers with secondary education decreased.

The main task of party and state bodies in the post-war years was the primary staffing of pedagogical workers of GSEI. The provision of OEI with teaching staff was carried out according to the residual principle. The latter led to the involvement in the OEI of pedagogical workers with a low level of professional education, the spread of co-working, additional workload of teachers of non-science majors with hours of circle work, which did not contribute to increasing the efficiency of the educational process. For example, at the end of the 1940's, out of almost a thousand leaders of young naturalists circles in Chernihiv region, only 64% were biology teachers, 25% worked as classroom teachers, 7.5% pioneer leaders, and 3.5% had no pedagogical education at all [3, sh.1].

Among the priority measures adopted by the state leadership of the Ukrainian SSR for the fastest solution to the problem of school teaching staff were the increase in recruitment for extramural (correspondence) studies in pedagogical universities, organization of an expanded network of teacher training courses. Thanks to this, by the beginning of the 1950's, the number of teaching staff corresponded to the pre-war level. Already in the 1953-1954 academic year, the educational sector of the Ukrainian SSR had 293,000 teachers, including 160,500 teachers of grades 5-10 [2, sh.1]. In the early 1950's, due to the decrease in the number of students caused by the post-war demographic crisis, a large number of primary and seven-year schools were closed. The latter led to a surplus of teaching staff. Some of the teachers, after their dismissal, were employed in OEIs, which to some extent had a positive effect on the quality of their teaching staff. For example, in 1950, the teaching staff of the Sumy Regional Station of Young Naturalists consisted of 8 teachers, of whom 4 had higher education, 2 had education received at the teacher's institute, and another 2 had secondary and incomplete secondary education [10, sh. 3]. In accordance with the "Regulations on Out-of-school Institutions of the Ministry of Education of the Ukrainian SSR", approved by the Order of the Ministry of Education of the Ukrainian SSR No. 12 of 18.02.1954, it was allowed, as an exception, to hire persons with secondary special or other secondary education who have work experience to the position of director of the OEI [8, sh.18].

The lack of an established system of professional development of pedagogical workers of out-of-school education institutions was compensated for by conducting educational seminars, methodological meetings, etc. [4, sh. 2].

As a result of reforms in the mid-1950's, teachers' institutes were completely liquidated, and about 30 pedagogical schools were closed. In pedagogical universities, polytechnicization was introduced in the training of future teachers as teachers of a broad profile and providing graduates of pedagogical institutions with education in one of the labor specialties. According to the Decree of the Council of

Ministers of the USSR “On Measures to Improve the Quality of Teacher Training for Secondary Schools” dated August 18, 1956 No. 1163, students of pedagogical institutes could receive two or three specialties [9, sh. 34]. Since 1957, students of the biological faculties had to study the disciplines of the agricultural cycle: crop production, animal husbandry, soil science, agronomy, etc. Taking into account the fact that graduates of the natural sciences faculties replenished the teams of budget and public stations of young naturalists, led the young naturalists’ movement in GSEI and houses of pioneers, this, in the future, had a positive effect on improving the level of the ENW organization.

The staff of OEI was not numerous. For example, in the mid-1950’s, only 4 educators worked in the Chernihiv regional station of young naturalists: the head, a methodologist and 2 leaders of the circle [7, sh.15].

At the same time, the salary of the OEI workers was lower than that of the GSEI teachers and did not correspond to the intensity and complexity of their work. For example, according to the labor plan for the institutions of the Sumy region for 1956, the number of teachers was 18,972, while only 172 worked in vocational schools. At that time, the number of managers of public education departments and methodological offices of the region was 230 people. At the same time, the average salary in OEI was 4% lower than that of workers in the other two categories mentioned above [8, sh. 50]. The latter did not contribute to increasing the prestige of the OEI worker’s profession. The lack of material interest, often due to an incomplete teaching load, also did not encourage individual vocational training workers to improve their qualifications [5, sh. 5].

Conclusions. The acuteness of the problem of providing the educational sector with pedagogical personnel in the 40’s and 60’s of the 20th century, the low educational and qualification level of teachers and the residual principle of staffing OEI did not contribute to the improvement of the quality of the educational process in these institutions. The reform of the pedagogical education system, the training of future biology teachers in two profiles, changes in the initial plans had a positive effect on the quality of education and upbringing in OEI of the ecological-naturalistic direction.

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ГОТОВНІСТЬ МАЙБУТНІХ ВЧИТЕЛІВ ДО НАЦІОНАЛЬНО-ПАТРІОТИЧНЕ ВИХОВАННЯ МОЛОДШИХ ШКОЛЯРІВ У КОНТЕКСТІ СУЧАСНИХ ВИМОГ

Виноградова Д. О.

У сучасних умовах модернізації освіти актуалізується завдання підготовки активної, творчої, цілеспрямованої, гуманної особистості, що виявляє високий рівень патріотичних і громадянських почуттів, духовно-моральної культури, адаптивної до норм і цінностей, що складаються в суспільстві, до життєдіяльності, пов'язаної з великою кількістю кризових ситуацій та здатної їх конструктивно долати. Одним із пріоритетних напрямів у педагогіці на сьогоднішній день є створення системи освіти, метою якої є розвиток потреб особистості, активізація її якостей, створення умов для самовираження та самоствердження, виховання патріотизму.

Системна криза в освіті, пандемія, повномасштабне вторгнення РФ, негативно вплинули на освітній процес ще й створили вакуум виховання та ціннісних орієнтацій, змусили нас переглянути та оцінити весь духовний потенціал, накопичений у минулі століття. Адже щоб будувати щось нове треба знати та оцінити відомий досвід. А це вимагає ретроспективного аналізу цінностей та пріоритетів, що виходять із життя та діяльності видатних учених. Вони завжди висловлювали дух часу та пріоритетні цінності суспільства.

Аналіз історико-педагогічної літератури доводить, що питання національно-патріотичного виховання були предметом наукових розвідок вітчизняних філософів та громадських діячів: Г. Ващенко, М. Драгоманова, М. Костомарова, І. Огієнка, О. Потебні, Г. Сковороди, Л. Українки, І. Франка,