

Historic Experience in Modern System of Training Teachers for Specialized Educational Establishments

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Abstract—The article is devoted to improving the quality of teacher training for specialized educational institutions. The relevance of this problem is confirmed by the need to identify priority areas in the field of education, the main of which are the preservation of historical and pedagogical traditions; ensuring qualified professional training of teachers, readiness for self-development and scientific activity; the ability to transfer the acquired experience and knowledge to future generations.

The article defines the current trends in teacher training, as well as historical parallels, which contribute to the actualization of the pedagogical heritage in order to use the most effective methods in modern practice. Based on the analysis and generalization of practical experience of teacher training in specialized educational establishments of different levels, the content and organizational elements that most effectively affect the optimization of modern teacher training are identified. In addition to traditional forms of training, such creative activities as mentoring, publication of pedagogical journals, work in creative groups, organization of exhibitions of professional education are highlighted. The article may be of interest to teachers, methodical workers in secondary, higher and higher military education.

Keywords—*historical and pedagogical traditions, optimization of teacher training, specialized educational institutions, methodical training.*

I. INTRODUCTION

In the modern conditions of training teachers, it is extremely important to focus on the social processes that occur in society today, which is an integral criterion of the quality of their professionalism. Nevertheless, it is unquestionable that the analysis of pedagogical heritage, the search for ways of its application at the present stage is a platform for the development and implementation of the most productive methods and ways to improve the process of training teachers for specialized educational institutions in various areas of specialization. Thus, it is necessary to identify a number of historical parallels demonstrating the continuity and succession of history and modernity in order

to find the most effective ways to train teachers united by a certain historical community.

II. RESEARCH METHODS

Theoretical methods of synthesis, critical analysis, interpretation, generalization were used at different stages of the study to determine the essence of the problem, specify the basic concepts of the study and systematize documents and printed sources. Empirical methods of observation enabled to confirm the relevance of the problems of research, as well as to identify ways to solve the tasks of the study. The methodological basis of the research is axiological, civilizational and systemic approaches.

III. FINDINGS

The professionalism of the teaching staff has always been the main condition necessary to maintain and improve the system of specialist training in both civilian and military schools. To achieve maximum results in modern conditions, it is necessary to use both innovative methods of training teachers as well as traditional ones, the effectiveness of which has been proved in decades. According to L. V. Romanyuk “it is extremely important to comprehend the humanistic pedagogical heritage, which is of great value and can significantly affect the innovative processes in modern education through awareness, consolidation and development of the phenomenon of humanistic tradition” [1, p. 51].

Today, special attention is paid to the methodological training of unexperienced teachers [2].

For example, in the Sevastopol affiliate of the Nakhimov naval school, teachers are appointed with a probationary period, and in the educational institution itself there is a commission for the evaluation of professional activity of both teachers of individual disciplines and mentor-teachers.

By the end of XIX – beginning of XX century in Russia there was also a consistent system of selecting mentor-teachers. It assumed a number of mandatory requirements for the candidate: work experience, availability of a certain

educational level, positive feedback from the supervisor and colleagues [3]. The candidates who expressed a desire to work as a mentor-teacher and were selected by the corresponding commission, were assigned to the specialized educational institution on probation for two years and only then were enlisted in the staff.

The issue of the quality of teacher training for military schools was given special attention in the 60s of the XIX century. In academic year 1863-64 the 2-year pedagogical courses designed to prepare teachers for military high schools/gymnasiums were started at the 2nd military school in St. Petersburg. The courses aimed at studying the specifics of teaching special subjects. Classes were held jointly to combine general pedagogical training of candidates for positions of teachers and tutors for military schools [4; 5]. They practiced such forms of methodical work as: peer observations; trial lessons; attending special meetings and conferences at which lesson plans were discussed; training in preparing lesson plans; self-study of textbooks and methods of teaching the subject. The students were also engaged in scientific work in the form of writing essays in groups of 5-7 people, so experts were able to share the methodology on certain issues. The abstract was evaluated by the scientific supervisor and in case of a positive assessment its materials were distributed among all participants of pedagogical courses and discussed at the subsequent lessons [6].

Under the military education system modification and active industrial, technical and economic development of the Russian Empire at the end of the XIX century there was a need to create specialized educational institutions for training telegraphists, technicians, medical assistants, draftsmen. In most cases, experienced specialists did not have the basics of pedagogical knowledge, which greatly hampered the process of mastering the material by the students and reduced the effectiveness of the educational process. The pedagogical courses were organized to get the specialists acquainted with the teaching methods [7; 8].

For the implementation and monitoring of the educational activities methodological support in military educational institutions of the Russian Empire in 1863 a special supervising body (the Chief Department of Military Educational Institutions (GUVUZ)) was established, structural units of which were the Pedagogical Museum and Pedagogical Committee. The main functions of this body were:

- management of the development, publication, acquisition and distribution of educational and visual aids for military educational institutions;
- generalization of educational activities of teachers and dissemination of pedagogical experience, holding congresses of military school teachers;
- organization of training and professional development of teachers and officer-tutors;
- study of theoretical and practical issues of educational activities aimed at elaborating common approaches to teaching, training and education of cadets and their improvement;
- certification of teaching staff according to specially developed criteria;

- organization of military teachers' training abroad to study the experience of teaching officers in military schools of other states;
- wide involvement of outstanding scientists of the country in teaching activities in military schools;
- creation of the journal "Pedagogical collection", summarizing and disseminating the experience of the best teachers in training and educating officers[9].

Despite the strict fulfilment of the programs and the rules of pedagogical discipline, the results of the teachers' work were not always satisfactory. Young teachers often complained that their senior colleagues were reluctant to share their pedagogical experience, that is why for the purpose of educating future experts it would be extremely useful to introduce young teachers to the topical questions in the sphere of education, to ensure the teachers follow achievements of pedagogical science, to acquaint them with new methods of teaching. Thus, it was decided to create another pedagogical periodical – "Journal for Education".

According to this, the following sections were included in the "Journal for Education":

- I. Physical, mental, aesthetic and moral education: fundamentals of preserving children's health; arts, crafts, gymnastics and games for boys and girls; review of nurturing and educational institutions; history of education.
- II. Training: advice and guidance on teaching individual subjects of primary and general education; familiarity with innovative methods of teaching various disciplines; analysis of pedagogical works, educational and children's books.
- III. Useful information: hygiene and dietetic; list of Russian and foreign literature for extra-curricular reading.
- IV. Miscellaneous: different news and the news on pedagogical environment, the opinions and comments of outstanding teachers on different questions of education.

The journal was supplemented with explanatory drawings, maps, copybooks, pictures, lesson plans on some subjects to facilitate the work of young teachers.

"Starting the publication of a new journal in our country, the Editors understand the importance of their duties towards the public, educators and teachers. Having received approval of some well-known teachers, they [the Editors] at the same time will involve young people in study and publications, and, therefore, open the magazine to all who care about the subject of education. With the hope for the approval of the public and the assistance of our teachers and people familiar with pedagogical science, the editorial Board will help to ensure that the journal meets all modern requirements in the great work of education" [9, p. 33].

In the modern pedagogical environment, information and methodological function is performed by such periodicals as "Modern pedagogical view", "Pedagogics", "Modern pedagogical education", etc., the organizational basis of which is laid back in the XIX century traditions of training

personnel for educational institutions of various levels and specializations.

Thus, based on the given parallels it was found that the study of pre-revolutionary traditions of teacher training is the basis for the development and implementation of new methods of professional development of teaching staff for specialized educational institutions in order to combine adequately historical and pedagogical heritage and modern achievements of pedagogical science [10; 11].

IV. CONCLUSION

Thus, taking into consideration all mentioned above we may state that only the creative personality of a teacher can prepare a future qualified specialist – this is one of the basic principles of the development of the education system. The fundamental role of a school teacher at any level affects the development of educational standards, curricula and syllabus, as well as individual lectures and practical classes [12; 13].

For the adequate and high-quality implementation of the requirements of the curriculum of specialized educational institutions, it is essential to prepare qualified teaching staff corresponding to the high level of professional and methodological training [14; 15].

The authors equally contributed to creating the article. N. Delvig conducted the detailed research of periodicals of the researched period and the archaive materials. N. Seleznyova worked out the methodological basis of the research. O. Golovko and V. Ley proved the topicality of the present reserch looking for the historical parallels.

The article is extremely topical in the field of pedagogical science as currently it is quite necessary to refer to the historical and pedagogical traditions of the past due to the necessity of using the positive experience at the present moment characterized as the period of system of education rennovation in general and particularly in the sphere of professional education.

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