

# The formation of the teaching staff of pedagogical universities in the Ukrainian SSR 1920-1930 years

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## Abstract

In the article the process of gathering of the teaching staff educational institutions of USSR during the 1920s, made a comprehensive analysis of the causes and processes that affect the change of its quantitative and qualitative composition. Analyzed public policy faculty corporations, so-called "old school" and attempts to replace the new communist professors.

## Keywords:

Teacher education, teaching corporation, Institute of Education, Teachers College, quantitative and qualitative composition.

Education consists of several important components, the most important of which is the availability of qualified teaching staff. Established in the USSR in the 1920s, the education system envisaged the development of a wide network of training and advanced training of scientific and pedagogical staff. On the one hand, the educational system was aimed at constantly improving the material level and social status of the teaching corporation. But on the other hand, the strategic goal of the Soviet system of education was the gradual replacement of the so-called "old" teaching corporation by a new Soviet profession, which was to become the leader of Communist Party politics in high school.

The process of forming a teaching corporation of pedagogical universities was partially studied in the works of V. Lipinski, V. Levchenko, and M. Kuzmenko. However, this problem was not considered separately.

The purpose of the article is to study the staff of pedagogical education; comprehensive analysis of the processes and causes that influenced the change in its quantitative and qualitative composition; consideration of public policy regarding the so-called "old professorship".

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Of great importance for the reform of the system of teacher education was the decree of the RNA of the Ukrainian SSR, issued in the early 1920s "On some changes in the composition of state institutions and higher educational institutions of the Ukrainian SSR", which abolished all academic titles and degrees, as well as all related degrees of law and privilege (All-Ukrainian Enlightenment Meeting, 1921, p.33). And on May 24 of the same year, the USSR NPO issued a decree "On the mobilization of professors and teachers", which stated that education workers passed to the People's Commissariat on the basis of a work duty: "None of these persons has the right to waive the duties assigned to them. by the People's Commissar within the framework of the work on higher education reform "(Dychek, 1989, p. 83-86). On the basis of this resolution, a manual on the accounting of cult workers was soon developed, according to which "all workers of culture and science, including workers of high school, had to register with the provincial, district and district departments of public education within two weeks" (Lavrynenko, 1996, p.216-222). Persons who were registered were given work in higher education institutions. At the same time, inspections of state institutions and organizations were carried out, where teachers of higher educational institutions went to work in times of famine, escaping from famine (Lipynskyi, 2012, p.315-320). Thus, in the 1920-1921 academic year, 26 persons were mobilized from the state authorities and departments to agricultural, medical and pedagogical universities, 9 of whom started working in Kharkiv INO (Lipynskyi, 1999. p.208 - 214).

Teachers of the so-called "old" pre-October high school have become the main base for filling teaching vacancies in pedagogical universities. Thus, according to the decision of the board of Glavprofos of February 26, 1921 "On the reorganization of Kamyanets-Podilsky University" two universities were established: the Institute of Public Education and the Agricultural Institute, which attracted the vast majority of university teachers to work in new educational institutions (Temporary Provisions on Institutes, 1922, p.42). Only 9 teachers were employed in the 1921 Horoszyn Pedagogical College. All of them have previously been in this educational institution, had pedagogical experience of 6 to 9 years (Popov, 1958, p.516). In 1922, 60% of the teachers had pre-October training in the Kyiv and Odessa INOs. The average age of teachers was 40-45 years, and professors at universities were 10-18%, respectively. However, not always at the same time, the so-called "old professorship" cooperated with the Bolsheviks. For example, in Katerynoslav in the 1921-1922 academic year, INO almost did not function in the absence of lecturers. In October 1922, at the meeting of the Central Bureau of Communist Students (CBCU), the question of "On teaching in socio-economic disciplines in universities" was discussed, in particular it was stated that "in pedagogical universities the minimum of socio-economic sciences was actually torn down by lack of lecturers" (Lipynskyi, 1999, p. 58 - 63.).

The lack of teachers was particularly acute in the new provincial pedagogical institutes and colleges. Such higher education institutions were mainly provided with the help of so-called "tipping" teachers. During the 1921-1922 academic year, a large number of teachers were sent to leading provincial pedagogical institutes and technical colleges from the leading pedagogical universities of Kyiv, Odessa and Kharkiv. (Ryabchenko, 2000. P.214). Vacancies were replaced by the competition at the pedagogical universities. For this purpose, corresponding commissions were created, by the decision of which the teachers were given the appropriate category - first or second. At that time, no criteria had been developed for granting an associate professor or

professor title. Usually, during the 1920s, professors were assigned to the professorship, who had read an independent course, had the required teaching experience and relevant scientific achievements. The scientific rank of the professor was granted by decision of the Academic Councils of universities or research institutions of the VUAN network, with the subsequent approval of the NGO of the Ukrainian SSR. The defense of the doctoral thesis was optional. Approval of the professors in the position also took place at the decision of the Chief Prosecutor of the Ukrainian SSR. Thus, on September 30, 1921, at the meeting of the small board of Glavprofos, the professors of Kharkiv INO were approved, and on October 17, 1922, the small college of Glavprofos approved the approval of the professors of Kyiv INO (Plyasovsky, 1987, p.221).

In the fall of 1922, 984 teachers were employed at the institutes of public education of the USSR, which trained 12053 students. That is, the load on one teacher was more than 12 students (almost modern norm in Ukraine, which is much lower in the European Union countries). By the end of 1922, Glavprofos planned to increase the number of teachers in pedagogical institutes to 1375, and to increase the number of students in them to 15596 people (Lipynskyi, 1999, p. 56— 58.).

In the academic year 1923-1924, when the economic crisis had not yet been overcome, the reduction of staff of teachers of pedagogical universities was made by merging and merging small provincial pedagogical colleges. Thus, in the report of the Kharkiv Gubprofos for the 1923-1924 academic year it was stated that in order to consolidate small pedagogical courses and reduce the number of teachers Bogodukhivsky pedagogical courses were merged with Okhtyrskaya and Valkivskaya with Kharkiv (Lipynskyi, 1999, p.81 - 90.)

After overcoming the economic crisis and stabilizing the network of pedagogical universities in 12 INO on January 1, 1925 there were 566 teachers. In 1923-1924, 418 teachers were reduced. That is, only 55 teachers worked at one institute of public education. One teacher had, previously, 12 students. There were 743 teachers working in 61 technical schools (12 teachers per one technical school) (Lipynskyi, 1999. P.3-15). Beginning in 1925, the number of teachers and students in pedagogical universities has gradually increased by the end of the period under study. Thus, at the beginning of the 1925-1926 academic year, the number of teachers in IOE was already 712 people, and in pedagogical technical schools - 740; Departments of Workers -130 (Paniotov, 1969, p.33 -53.).

During the 1925-1926 academic year, 78 teachers (11.1%) were enrolled in pedagogical universities (The Central State Archive of Public Associations of Ukraine). The number of pedagogical staff in individual pedagogical institutes and technical schools is gradually increasing. For example, in the Kyiv INO in the 1927-1928 academic year there were 113 teachers. In the following 1928-1929 academic year, the number of the teaching staff of the Institute increased to 128 people due to the invitation of a new professor, who occupied the Soviet position (F.1. Central Committee of the Communist Party of Ukraine ). In the academic year 1927-1928, the Stalin Teacher Training School increased the number of educators from 9 to 11 people who taught: mathematics, physics, political economy, history, biology, chemistry, didactics, literature, anatomy, physiology, pedagogy, pedology and other 17 . Teachers' colleges in the late 1920's increased the number of teachers, mainly at the expense of their graduates. For example, in August 1928, the Artemivsky District Executive Committee addressed a letter to the People's Commissariat requesting to leave the graduate of Artemivsky

Pedagogical College of Tymoshenko AG for teaching work in the technical school (Klytsakov, 1991, p. 419). In 1929, 793 full-time teachers worked at the institutes of public education.

Along with full-time teachers in the pedagogical universities during the 1920s, part-time teachers actively worked, the number of which was often equal to the number of full-time teachers. Such a large number of freelance staff in pedagogical institutes, technical schools, in our opinion, was due to two reasons. First, the qualitative composition of teaching staff in pedagogical universities, especially in newly established provincial higher education institutions in the early 1920s, was unsatisfactory. Therefore, in order to improve the quality of teaching, pedagogical universities were invited to teach famous scientists. For example, in 1920, 21 freelance professors and 33 freelance teachers were invited to the Kyiv INO (Sladek, 1991, p.24). At the same time, well-known scientists who were in the staff of pedagogical universities, were invited as part-time teachers to other educational institutions. Thus, in the 1920-1921 academic year many teachers of Odessa INO worked part-time in other educational institutions of the city. In the humanitarian-social institute professorial positions were occupied by P.O. Buzuk, R.V. Volkov, MI Gordievsky, V.F. Lazursky, MI Mandes, Y.G. Oxman, P.O. Potapov, S.M. Shchepkin. In the Institute of Physics and Mathematics VB worked as professors. Lebedev, DK Tretyakov and S. Shatunovsky. V.F. Lazurevsky was a professor at the Academy of Fine Arts and the Odessa State Conservatory. She worked at the Institute of Pedology. Elstein, and in the polytechnic - OJ Filippov (Sukhomlinskaya, 1991, p. 55 – 57).

Secondly, after the reduction of staff in pedagogical universities and the introduction of a new system of payment for teaching, full-time teachers received much higher salaries than their freelance colleagues. The number of staff of teachers, even in the leading INO was limited, and institutes and technical schools were forced to transfer full-time teachers to the staff of freelance teachers. For example, for the 1925-1926 academic year, the People's Commissar of Narcomos approved the staff of pedagogical staff of Kyiv INO in the number of 61 persons: 6 professors of group I, 18 professors of group II, 10 teachers of group I, 27 teachers of group II (Sukhomlinskaya, 1997, p.73 – 83).

The increase in the number of teachers in pedagogical universities was also associated with the invitation to the institutes and colleges of specialists to take new courses in accordance with the decree of the RNA of the USSR of April 26, 1921 "On the establishment of a general scientific minimum, compulsory for teaching in all higher education institutions USRR. If there were specialists to teach lectures in natural sciences and pedagogical schools, then after the introduction of subjects of a new direction - Marxism, there were no teachers. For example, teachers from the Communist disciplines were enrolled in the Odessa INO: Among the teachers of the new disciplines there were graduates of the Vienna Teachers' Institute - I.A. Hait (Member of CP (b) B since 1919), University of Warsaw - G.I. Lurie, University of St. Petersburg - I.A. Khmel'nitsky and others (Tkachova, 1991, p. 68 – 74).

At this time, party organizations began to send graduates of communist universities and historical faculties of INO to universities. Many of them later became famous scholars who made a worthy contribution to the preparation of students. So, after graduating in 1929, Kharkiv Communist University. Artema started to work in Kharkov INO Ya. A. Bludov, who later became the rector of the institute (Khlivnyi, 1932, p. 53 – 71).

After the spontaneous branching of the network of pedagogical universities in the 1922-1923 academic year, the number of pedagogical staff in the institutes of public education and in pedagogical colleges reaches its maximum - respectively 984 and 854 persons. However, as early as 1923-1924, the number of teaching staff in INE decreased by more than a third, and in teaching schools by almost 12%. This was due to the significant reduction in the network and the number of students. Since the number of teaching staff directly depended on the number of students (Khlivnyi, 1932, p.53-71). 12 students per teacher), the number of teachers decreased accordingly. However, in 1929 the number of teachers in pedagogical universities failed to reach the maximum mark of 1922-1923 academic year.

During the 1920s, pedagogical institutions of higher education underwent significant changes in the quality of teachers. This primarily concerns their education, training, pedagogical experience, social background, political affiliation and nationality. In the early 1920s, institutes of public education, formed on the basis of liquidated universities and other higher education institutions, were able to preserve the staffing potential of the "old school", which met the requirements of training highly qualified specialists. The Old Professorship, despite the fact that wages were paid late (in October for May), lectured systematically and gave seminars. For example, in the 1921-1922 academic year, 172 teachers were enrolled in the Kyiv INS, among them 10 academicians, 40 teachers who had a degree (. In Kharkov INO in 1921, the department was headed by such famous scientists as V.P. Buzeskul, DIBagaliy, VFLevitsky, KD Zelenin, MFSumtsov, LABulakhovsky, SNBerstein, DMSintsov, DMSobolev and others (Sinitsky, 1950, p.185).

At the beginning of the 1920-1921 academic year, 34 teachers were enrolled in the Odessa INE, and by the end of the year their number had increased to 67 people. The analysis of the pedagogical composition of OINO at the initial stage of its formation shows that it included teachers who had experience in higher education institutions of Odessa and other cities of the former Russian Empire. Twenty-five OINO teachers had doctoral degrees, including 13 educators at the reorganized Novorossiysk University. The latter, with the aim of enhancing the qualitative composition of universities, were introduced to the OINO separate public provincial administration of higher education (Shatunov, 1930, p.7 – 13).

It should be noted that at the beginning of the 1922-1923 academic year, the largest number of teachers was concentrated precisely in pedagogical universities (1838 people). The average age of teachers at the end of 1922 was 40-45 years (Bachynskyi, 2004, p.20).

These indicators clearly indicate that the educational, professional and scientific-pedagogical level of teachers of institutions of public education at the stage of their formation was quite high and corresponded to the tasks of training pedagogical staff.

Thus, during the 1920s, the process of forming a collective of teachers of pedagogical universities was going on, through their selection, preparation and retraining. Despite the complexity in the quantitative and qualitative indicators of the composition of the teaching corporation, positive trends in addressing these issues in the near future were clearly identified.

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