

DEVELOPMENT OF THE SYSTEM OF ADVANCED TRAINING FOR TEACHERS OF TATARSTAN DURING THE GREAT PATRIOTIC WAR (1941-1945)

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Abstract

The problem of an ideological vacuum is recently rising more and more, in which the younger generation of the Russian Federation found itself after the collapse of the Soviet Union. In this situation, Russia is trying to find its own development path, to create a new ideology, which should consider the accumulated historical experience, based on the traditions and historical identity of the country. In the year of the 75th anniversary of the great victory over fascism, it seems relevant to consider and evaluate the role of the rear, namely the Soviet school, which continued to educate and educate the younger generation, ready to defend their native country and the whole world. The purpose of this article is to study the forms and methods of training and retraining of teachers in the Republic of Tatarstan, a subject of Russia, in wartime 1941-1945. Having studied a number of archival materials, the authors prove that created in the 30s XX century the system of retraining teachers in cramped conditions contributed to the implementation of comprehensive compulsory secondary education, and actively carried out military-patriotic education of future defenders of the motherland.

Keywords: Qualification of teachers, skills, content of advanced training, scientific and methodological center, courses, conferences, patriotic education, Tatar Institute of Advanced Teachers Training, teaching staff.

1 INTRODUCTION

The development and improvement of the system of advanced training of pedagogical personnel in Tatarstan has always been closely connected with the history of the development of the education system of Russia and the activities of the state. Improving the qualifications of teachers is the most flexible subsystem of lifelong education, which can respond to the demands of society in a mobile way.

The organizational forms of raising the qualifications of working teachers and heads of educational institutions originated in Russia in the 19th century and successfully developed in subsequent years. During the XX century in our country, an additional vocational education system has been formed, carrying out regular work to improve the skills and improve the professional knowledge of teachers of all categories.

At the present stage of development, Russia, like many other states, is in search of a national idea, since in the post-Soviet period there was a certain erosion of the ideological foundations of society, which gave rise to some scepticism, nihilism among the young generation, and misunderstanding of universal values.

The richest experience of the functioning of the school system during the Great Patriotic War, the organizational restructuring of the entire system of continuous teacher education of teachers, the interaction of the work of public education management bodies has not been fully studied in Russian pedagogical science. This experience is especially relevant in connection with the growing need of modern Russian society for spiritual revival, the elimination of the spiritual vacuum, the creation of ideological foundations for the upbringing of patriotism and national identity. Thus, we set the goal of the study - to study and generalize the forms and methods of advanced training of teaching staff in 1941-1945 in a single subject of the Russian Federation of the Republic of Tatarstan.

2 METHODOLOGY

The system of advanced training of pedagogical staff can be described as an ordered set of institutions and organizations (advanced training Institute; faculties of advanced training at pedagogical educational institutions; paradise (mountains) improvement of theoretical training, professional skills, expansion of the cultural horizons of teachers, school leaders use and implementation of the achievements of pedagogical science, advanced pedagogical experience in accordance with the tasks set by the state and society before the school. With this approach, different levels of the system can be distinguished: all-Russian, subject (republican, regional, etc.), municipal (city, district), intra-school, which are hierarchically interconnected.

However, the system assumes the existence of not only a historically established, well-ordered set of institutions, but also a process of their activity, their functioning. The main components of the process of professional development of pedagogical personnel are: the objectives of the operation, determined by the social order, the requirements of society to the school; the content of advanced training; organizational forms and advanced training methods; teaching staff (lecturers, methodologists) who train teachers and school leaders direct their self-education; conditions that ensure the normal functioning of the system (classrooms, classrooms, laboratories, etc.); teachers, school leaders. The principle of historicism, which implies the study of phenomena in their concrete historical development, is of fundamental importance for carrying out a systematic analysis of the process of formation and development of both the Russian and regional teacher training systems.

Using general scientific and special research methods: theoretical analysis and synthesis of information obtained from scientific and pedagogical, cultural, historical sources, as well as archival materials related to the activities of the institutions of the system of professional development of teachers of the republic; comparative-historical method in analyzing the forms, methods and content of upgrading teachers' cadres in Tatarstan in the mainstream of all-Russian trends in advanced training; statistical method when processing digital material; chronological-thematic in the historiographic review and analysis of the material under study, we determined the following tasks on the basis of the study of historical and pedagogical literature, documents, archival sources, determine the content (a combination of theoretical and methodological and pedagogical knowledge), forms and methods of professional development of teaching staff in the Republic of Tatarstan in 1941-1945, identify general trends in the development of the regional system, as well as evaluate the contribution of the Tatar Institute for the Improvement of Teachers to the continuing education of teachers in Tatarstan.

3 RESULTS

3.1 The development of school education in the Republic of Tatarstan by the beginning of the 40s XX century and the beginning of the advanced teachers training system formation

The years of revolution 1917 and civil war for the development of the culture of the peoples of Tatarstan, as one of the subjects of the Russian Federation, were a difficult and tragic period. There was an organizational formation of the main structures of the new Soviet education system. Because of the separation of the school from the church and the prohibition to teach religions, all religious schools in Tatarstan, mektebe and several madrassas, were subject to closure. At the same time, active work was launched in the field of the elimination of illiteracy of the population, which was led by the People's Commissariat of Education (Narcompros) of the Tatar Republic. The same government agency in the 1920s and 30s dealt with issues of professional development of teaching staff. Undoubtedly, in the 1920-30s there was an acute question of the training and retraining of teachers. For the preparation of teachers with secondary special education in 1921-1922 in Tatarstan, on the basis of the existing pedagogical courses, 8 pedagogical technical schools were opened - in Kazan, Chistopol, Tetyushi, Spassk, Elabuga, where 1,200 people studied [1].

3.1.1 *The need to create a system of advanced training in connection with the current socio-economic situation in the country*

The introduction of the first five-year plans into the practice of state building, the widespread introduction of measures for the industrialization and collectivization of the country demanded a universal primary education and later a transition to seven-year universal education for young people. In the second half of the 1920s in the country there was a need to create a single scientific and

methodological centre, which would conduct a comprehensive study of all aspects of the problem of teacher training, prepare curricula and programs, summarize the experience. It was impossible to politically transform society without paying attention to the process of training and retraining of teachers. Teachers were guides of the party and the state line in educating the younger generation. In September 1927, the Presidium of the Board of the Narkompros (People's Commissariat of Education) of the RSFSR (Russian Federation), in accordance with the recommendations of the II-nd all-Russian conference on the Improvement of the Qualifications of Social Education Workers, approved the "Regulation on the Central Courses for Advanced Training of Socialist Education Employees".

The central courses were supposed to conduct research on the issues of professional development of teaching staff; to develop curricula and programs of courses, self-education manuals, bibliographic indexes, to organize courses for different categories of public education workers, to carry out program-methodical guidance for on-the-job training [2].

In the years 1928-1929 in the number of regional and provincial centres branches of the IPKP (Tatar Institute of Advanced Teachers Training) were created [10]. On September 20, 1928, the collegium of the People's Commissariat of Education of the Tatar Republic decided to establish the Tatar branch of the Institute for Teacher Training. The board of the Commissariat of the report of the chairman of the Academcentre M.Tagirov decided: "It is important in principle to organize the Tatar branch of the Institute for the Advanced Training of Educators in Kazan [3].

Actually TIPKP (Tatar Institute of Advanced Teachers Training) began its work in December 1928. "Broad service of teachers in their native (Tatar) language; management of the learning process of correspondence courses cadets; organization and conduct of stationary courses; assisting in the leadership of self-educative work of the educators - Tatars; the study of Tatar teachers", - that was how his goals were defined. Along with the Narkompros Tatar institute of teacher training took an active part in the preparation and organizing various courses, the organization of methodological congresses, republican conferences for teachers, which undoubtedly contributed to the transition to universal secondary education in the Republic of Tatarstan. In 1930, 3,921 Tatar teachers worked in the schools of the republic, in 1935 there were 6,889 people, and in 1939 - 10,607 people. In 1939, Tatars teachers accounted for half of all teachers in the republic. This meant that during the years of Soviet power a new army of national teachers was raised.

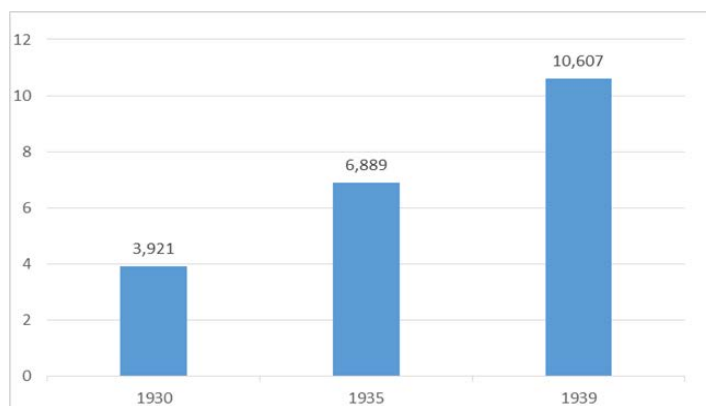


Figure 1. The number of Tatars teachers in the 1930s (people).

3.1.2 The increase in requirements for teacher training in connection with the introduction of universal seven-year education

The creation of a system of advanced training of pedagogical personnel contributed to the successful implementation of universal primary education for school-age children, and prepared the necessary conditions for the transition to universal compulsory seven-year education. The XVII regional party conference and the 10th Congress of Soviets of the Tatar ASSR, which took place in 1934, put forward the following tasks in the field of cultural construction: to complete basically the elimination of illiteracy among the working population of Tatarstan by January 1, 1935; strengthen primary school; in the 1934/35 school year to cover schools of the factory youth seven-year schools, peasant youth schools, factory nine-year schools of all children who graduated from primary schools; complete seven years of universal compulsory education; to ensure the broad development of 10-year polytechnic schools; expand teacher training [4].

However, the general education and qualifications of the majority of the teachers did not correspond to the new tasks. According to archival documents «while in grade 1 schools, the need for teaching staff was still somehow met by the 1933-1934 school year, for newly opening grade 2 schools, due to the introduction of seven-year universal education, the number of students increased from 77,800 to 124,634 people, or by 60% . It was required to have 4,770, in fact there were 3,031 cadres of teachers. The shortage estimated by the People's Commissariat of Education was 1,739 people. Pedagogical universities and colleges covered 536 people. The remaining 1,200 needed to be prepared on courses. However, according to the courses organized at the pedagogical equipment there was a large dropout rate. So, instead of 600 people, there were only 237 teachers in advanced training courses for schools. TIPCCNO in reports pointed out that a number of districts underestimated these activities. So, referring to the lack of premises, the Arsky District did not open the courses, and the Elabuzhsky, having full opportunity to open the courses, did not recruit a single cadet» [5].

In 1936, the Central Executive Committee and the Council of People's Commissars of the USSR issued a decree "On Personal Titles for Primary and Secondary School Teachers" and a Resolution of the USSR SNK and the Central Committee of the CPSU (B) (Central Committee of the All-Union Communist Party of Bolsheviks) «On the Procedure for Introducing Titles for Teachers, Heads and Heads of Schools» [6].

According to the results of certification, all teachers were divided into three groups: those who received the personal title of primary or secondary school teacher; admitted to pedagogical work, subject to the receipt of the relevant education within the terms established by the commission, suspended from work at school due to professional unsuitability.

The following data characterize the quantitative and qualitative changes in the composition of the teachers of the Tatar ASSR over a number of years.

Table 1. Changes in the educational level of pedagogical personnel of the Republic of Tatarstan for the period from 1934 to 1940.

<i>Academic years</i>	<i>Number of Teachers with different types of Education of Tatarstan (people)</i>			
	<i>Higher and Secondary education</i>	<i>Secondary</i>	<i>Secondary Unfinished</i>	<i>Total</i>
1934/35	802	6, 239	6, 056	13, 097
1935/36	1,044	8, 309	5 083	14, 436
1939/40	3, 591	11, 978	4, 996	20, 565
1940/41	3, 618	11, 098	4, 732	19, 448

As we can see, during this period, there was a quantitative and qualitative growth in the level of education of school teachers in the republic.

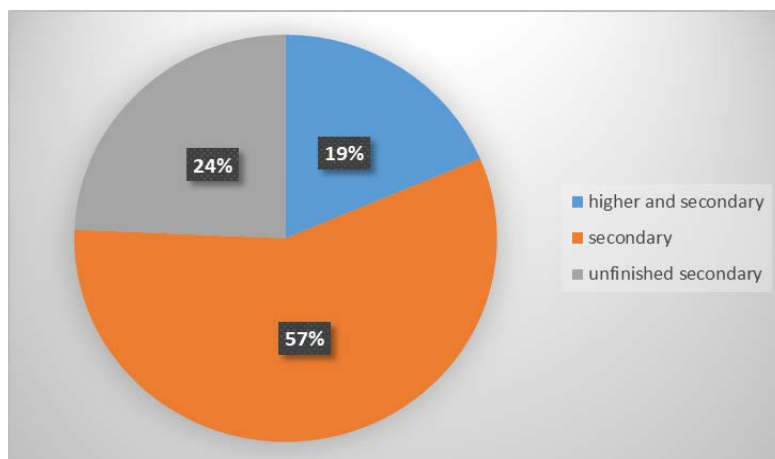


Figure 2. The ratio of educational levels of the teachers of Tatarstan by 1940/1941 school year.

From the diagram we can conclude that by the beginning of the 1940s most of the republic's teachers had a secondary pedagogical education, which made it possible to teach in primary school, but there remained a large percentage of teachers who did not have an appropriate level of educational background, who needed to be trained in courses.

3.1.3 Change of strategy in the development of school education in connection with the beginning of the Great Patriotic War

The Great Patriotic War is an important and sad page in the history of our state. It touched all spheres of public life and, of course, left a heavy imprint on the public education system and on the activities of school. The war became a severe test for the Soviet educational system, business and political qualities of the entire intelligentsia, including teachers and professors. Due to the fact that at the beginning of the war a significant part of the teachers went into the army, measures were taken to urgently prepare those with secondary education to pedagogical work, to strengthen the work of pedagogical schools, teacher training institutes and pedagogical institutes.

The Republic of Tatarstan from the first days of war has turned into one of the important rear bases of the country. There was no military action. But the contribution of the inhabitants of the republic to the victorious end of the war was significant. With the outbreak of war, the military orientation of the economy of Tatarstan intensified. In connection with the mobilization, a personnel question arose sharply. As soon as possible, the work of the entire national economy of the republic was rebuilt. In accordance with the approved mobilization plan, enterprises producing civilian products switched to the production of necessary military products.

The war slowed down the implementation of universal seven-year compulsory education in Tatarstan. In the first months, the material base of public education institutions sharply decreased. Dozens of the largest and best school buildings in Kazan and in the regions of Tatarstan were transferred to hospitals and evacuated enterprises and institutions. In August 1941, out of the 102 school premises available in Kazan, only 58 remained at the disposal of the city board, 14 of which were secondary and seven-year schools before the war, the rest were primary. [7].

In order to ensure the organized beginning of the new school year, the Tatar Regional Committee of the Communist Party of the Soviet Union (b) and the People's Committee of TASSR with a directive letter of August 13, 1941 obliged the district committees of the CPSU (b) and the executive committees of the district councils of workers' deputies to hold the following events:

- 1 Carefully consider all school-age children, including evacuees, who should be covered in school.
- 2 With a shortage of school premises, use the premises of clubs, cultural centres, reading halls for studies ...
- 3 When it is impossible to conduct classes for students in one shift or in two shifts on the available area, allow for 3-shift work of schools.
- 4 Ensure the selection and correct placement of teaching staff [8].

In the first years of the war, the activities in the framework of the improvement of teachers' qualifications were reduced mainly to rendering possible methodological assistance.

3.2 Methodical work, as the main component in the system of advanced training of teachers of the republic during the war years

3.2.1 Reorganization restructuring of advanced training at the beginning of 1941-45 war

On August 20, 1941, the Tatar Institute of Advanced Teachers Training, as well as the Central Institute for Continuing Education of Teachers, was temporarily closed according to the order of the People's Commissariat of People's Education (Narcompros) and all research workers were fired except for the Russian language researcher, Tatar language one, history and academic secretary - librarian, who as the methodologists were transferred to the school management department of the People's Commissariat of Education [9].

According to the reports, since October 1, 1941, in accordance with the resolution of the State Defense Committee "On the universal compulsory education of citizens of the USSR" general education classes began. Teaching many subjects was conducted in accordance with the tasks of the wartime. Curricula and programs were corrected according to instructions of the educational

authorities. Much attention was paid to the education of patriotism in the lessons of literature and history. On September 7, 1941, the Central Committee of the All-Union Communist Party (Bolsheviks) adopted a resolution on the military-physical preparation of pupils of the senior classes of the secondary school, and on October 24, 1941, a resolution was adopted on the military-physical preparation of pupils of the first to tenth grades. The lessons of military science and physical culture were united under the common name - military training

Employees of TIUU (Tatar Institute of Advanced Teachers Training) held cluster interdistrict meetings of the heads of the RONO (district department of public education) in two bushes ("bush" as an association of several territories, cluster) and district teachers' meetings in two districts in preparation for the school year 1941-42. Work plans for methodological associations (cluster and subject) were drawn up, lessons were attended with subsequent analysis at the pedagogical councils of schools, in September 4 major methodological developments were made - "On the teaching of Russian literature in grades 8-10 in war conditions", "On the organization of out-of-class reading in conditions of war "in Russian and Tatar language," On the work of the literary section "and others. In November, TIUU as methodologists of the Narkompros took part in the monitoring of five schools in Kazan in the implementation of the law on universal education and military pre-draft education for students in grades 8-10 [10].

In March 1, 1942, the Institute was restored by an order on the People's Commissariat of Education. It consisted of five research workers as well as the director, who was also a researcher in the Russian language and the scientific secretary? Who was the head of the library? At the same time, the institute conducted inspections in five districts through a survey and study of the teaching of history and geography. The results were summarized and presented to the district meetings of teachers and principals. During the annual verification tests, TIUU held two-day seminars for principals and school leaders on school management during the war years. Much attention during this period was paid to the study and promotion of the best pedagogical experience, primarily the experience of patriotic and military-physical education, improving the quality of knowledge, skills and abilities of students. Scientific and methodological developments were prepared on the following issues: 1) the relationship of teaching physics and mathematics with military affairs 2) education of patriotism in the process of teaching history and geography 3) familiarizing students with events of the national war in connection with teaching history and geography 4) about streamlining the educational process in the conditions of war 5) education of patriotism in the process of teaching the Tatar language and Tatar literature.

The Tatar Teachers' Retraining Institute examined the plans and material studied in the schools of the republic. In many classes of the surveyed schools in the Molotov (Soviet) district of the city of Kazan, for example, there was a lag in subjects studying. The reports of researchers indicate how work was done on the patriotic education of students. So, "the teacher of the 4th grade Margaritova K.I. set up the correspondence of students with the front-line soldiers. In the 8th grade in the literary section ("circle") reports on the following topics "Patriotic war in the lyrics of Soviet writers", "Front of Korneychuk were read". The themes of the written works are quite relevant and sharpen students' attention on the heroic features of the Russian people. Here is the image of Prince Svyatoslav - the defender of the motherland (8th grade), and the friendship of nations (the ideas of internationalism), contempt for cowardice and treason - the "Fugitive" of Lermontov (7th grade)" [19, P. 1]. The materials of the school survey contain data from the analysis of the test works of the first quarter of the 1941-42 school year, the statements of topics selected for the creative work of students. The themes of the essays on the Russian language "Military episode", "Russian woman", "Letter to the front", "Rear to the front", and "Intelligence" are typical. In the funds of the archive you can find notebooks of students with the best essays submitted, probably, for the exhibition in terms of methodological assistance to teachers [11].

The beginning of the war naturally disorganized the work of Tatarstan schools. In the first half of the 1941/42 school year, only 82.5% of school-age children were enrolled. During the school year, following the instructions of the regional party committee, about 7,000 students were returned to school. The implementation of the universal education law was at risk. At the end of the 1941/42 school year, 35.7 thousand children were left out of school. Management bodies of national education and created in the 1920-30s the system of advanced training of the republic in difficult conditions contributed to the solution of tasks in assisting teaching staff and organizing the uninterrupted operation of schools.

3.2.2 *Improving the forms and methods of advanced training of teachers in Tatarstan in 1942-1945*

In the middle of the 1942-43 school year in the curricula of schools was introduced the subject "Military Training", which program included combat, ski, fire and anti-gas training, the study of firearms, unarmed combat techniques and military-care case.

Employees of the Tatar Teachers' Retraining Institute (TIUU) were sent to the districts of the republic in order to conduct inter-district military training of military instructors for general education. Thus, in his report on a business trip to the city of Menzelinsk in winter of the 1942-43 school year, a researcher at the Tatar Teachers Retraining Institute, D.F. Kalinin notes that his duties included not only conducting a collection of military instructors, but also checking the status of schools, as well as the educational work of the Moscow Institute of the Blind and Menzelinsky Pedagogical School located in the city of Menzelinsk. The employee cites the following data in his report: "Of the 8,795 pupils on the list, in the first half of the year, 587 people, or 6.7%, dropped out of all schools and classes in the district. Relatively small dropouts. However, it does not speak about the welfare of schools in the district, as attendance at classes in a number of schools was at a very low level: we have elementary schools, where for the first half of the year students for disrespectful reasons missed an average of 99 hours of classes per person". The inspector points out the poor organization of hot breakfasts in the schools of the district, although the trade organizations received instructions to create special funds for clothing and footwear for the most needy students, until recently they did not work on instructions from the People's Commissariat of Education for a shoe-making workshop. Meanwhile, at the disposal of the district sales department for the past 2 months, such funds (for hot school lunches) were available (50 grams of bread and 10 grams of sugar per student). However, the regional department was silent about this, and RONO was so weakly disturbed by the organization of breakfasts that he found out about this one of the last, when last year's funds were apparently subject to cancellation". The report also notes poor student performance in many schools (for example, Bikbulovskaya - 58%) ... As for the organization of inter-district military training, classes with the military teachers 'group and with the employees of the Education Department were held daily from 8 am to 1 pm and from 15 to 20 pm. The situation of basic military training, the subject and the schedule of hours for military leaders in schools were analyzed. From January 15, all dispersed participants, having received a training plan for classes and a "Textbook for a fighter for general education", were to begin classes on military training of students. In the remaining documents there is a list of questions for departing persons, prepared by the Deputy Head of the People's Commissariat of Education on military-physical training battalion commissar Sayfullin. The range of questions is wide: how schools are equipped with military officers, if all schools have military training programs, how special training is organized for girls in grades 5-7 (medical training), grades 8-10 (training telegraph operators, telephonists, radio operators), whether a training unit is created (department, company, battalion), students' progress in military training, how methodological assistance to military instructors at school in the area is organized (how many times the military commander performed on cluster methodical associations), how extracurricular military and sport work of students was organized (number of GTO badges, etc.) [12].

It should be noted that the successful formulation of military affairs in the whole country was not achieved immediately. Many disadvantages in this important matter (not only in the first, but also in the second and third military school years) were caused by the insufficient staffing of schools with the military training teachers; unsatisfactory material and technical equipment of military classes; low level of pedagogical training of a considerable part of military men; the predominance of verbal methods of military training. So, according to the published memoirs of G.M. Khakimova, in school named by Vakhitov of the Menzelinsky district, she, young seventeen-year-old pioneer leader, was appointed military director. "I had to learn to give commands, first observing cadets undergoing drill at a nearby sports ground, and then show it to students "[13]. Although, as it is known, already in the autumn of 1941, the People's Commissariat of Education of the TASSR, together with TIUU, organized short-term courses for military instructors, which trained 176 military teachers for the republic's schools. However, due to staff turnover and the frequent updating of the contingent of teachers, the courses could not cover all newly recruited at once.

In the 1942/43 school year, TIUU continued to provide methodological assistance to teachers in conjunction with the People's Commissariat of Education, conducting inter-republic teacher meetings, three-day course seminars for RONO inspectors, focusing on issues such as how to guide educational work during a war, general education - work improvement methods and other Problems. These seminars covered 800 school leaders.

During the war years in the life of schools there have been significant changes: the practice of socialist competition in school among students and teachers on educational work was stopped, some measures were taken to improve the quality of education in schools, and final exams were introduced for those who left primary and seven-year schools, an exam on the certificate of maturity, gold and silver medals for outstanding academic excellence with excellent behavior.

TIUU was directly involved in the implementation of the above measures, conducting radio programs, correspondence and stationary measures to improve the qualifications of teachers, to introduce instructions of the center to teaching staff and also the plan for the implementation of these decisions. So, in terms of radio programs for March 1945, there are the following topics: types of written work on the Tatar language (Safin, a researcher at TIUU); examination for the certificate of maturity (Gorokhov, associate professor of Kazan State Pedagogic Institute); from the experience in preparing for exams for 4th grade students (Sokolova, teacher of secondary school No. 19, director of TIU Polivanov [14].

In 1945, the Institute continued to improve, change and deepen the programs on subjects including the monthly training plan for teachers of primary non-Russian and Russian schools, methods of teaching various subjects, conducted seminars for heads of district schools, teachers' pedagogical schools, courses for raising 5-7 forms teachers' skills in the Russian language and literature and the Tatar incomplete secondary and secondary schools, as well as the Tatar language in the same schools. Courses were organized in Verkhneuslonskiy region.

4 CONCLUSIONS

It should be noted that despite the inconsistency and duality of the Soviet education system, it is attributed to it numerous merits in the upbringing and education of the younger generation. The launch of the first satellite of the earth in 1957, the manned flight into space, the tremendous rise in technological development and the great humanitarian heritage left to us by the Soviet Union - all this, including the result of the Soviet education system. Few people know that all its best features were formed during the years of World War II. A system of advanced training in 1941-1945. In difficult wartime conditions, it quickly solved the problems of training and retraining teachers who, together with students, helped the country as best they could in the fight against fascism. At this time, experimental activity was carried out, much attention was paid to the education of patriotism, and practical orientation was given to the teaching of natural sciences.

The Great Patriotic War was a severe test for the whole of Soviet society, and in particular for the public education system. The events of those years had a tremendous impact on the entire subsequent course of the country's development, including modern trends in its development. In the Soviet and recent national historiography of the Great Patriotic War, the problem of state-building of the education system, determining the role of teachers in this process has not yet received its full and objective analysis. Until now, researchers have not paid due attention to issues related to the analysis of the role of Soviet teachers in society in 1941-1945, with determining its place, status in society, the influence of teachers' activities in the sphere of politics, economics and culture of the country. It can be stated with complete confidence that during the years of the Great Patriotic War of 1941-1945, the activity of the advanced training system both in the Republic of Tatarstan and in Russia as a whole was not particularly effective, especially during the initial war period. However, the state authorities, the People's Commissariat of Education of the Republic and the Tatarstan Institute for the Advancement of Teachers made considerable efforts to ensure the uninterrupted operation of schools and to provide all possible assistance to the teaching staff.

The system of training and retraining of pedagogical personnel in the years of the pre-war five-year plans was qualitatively transformed, built its work, focusing on the urgent national economic problems of the state, directed its efforts to accelerate the provision of qualified pedagogical personnel of the entire school system of the republic.

At the beginning of 1944, the Council of People's Commissars of the RSFSR approved model regulations on the Institute for Teacher Retraining. It was a statutory qualification of personnel and retraining of personnel. The education system of the Republic of Tatarstan, fulfilling the plan for universal training, attracted to the work of people who do not have professional education. However, the advanced training system created in the republic responded to this public request: short-term courses for teachers, methodological meetings on various aspects of school work were held, and pedagogical offices in cities and regional centers resumed their work.

Teaching staff in the Republic of Tatarstan and the education system in general, with honor stood the test of the harsh war years. 139 people were awarded orders and medals of the USSR, 12 teachers were awarded the title "Honored Teacher of the RSFSR" [15].

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