

CREATING AND IMPROVING THE SYSTEM OF TEACHERS' PROFESSIONAL DEVELOPMENT IN THE REPUBLIC OF TATARSTAN IN 1920 - 1930S

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Abstract

In the rapidly changing realities of economic and socio-political relations, it is necessary to upgrade the skills of specialists continuously and sustainably, including pedagogical staff, because the educational system is the supplier of human resources for the renewing and modernizing sectors of the country's economy. Therefore, the priority task for the development of modern society is to increase the professional level of teachers. In many countries of the world, including Russia, there is a constant search for ways and methods of improving the skills of school teachers, representatives of educational management, university and college teachers. Russian Federation has accumulated a wealth of experience in this area. The system of teachers' retraining, established in the Soviet period of educational practice of Russia, had a clear structure, goals determined by the state, forms and methods of organization of work. However, the system does not arise by itself. Its creation is preceded by certain social and pedagogical conditions, the origin of prerequisites, initial forms and methods of professional development. In the twentieth century the country of the USSR, being a multinational state had a sufficiently developed network of institutions that carried out continuous pedagogical education and retraining. In each region, including the Tatar Autonomous Soviet Socialist Republic, each teacher was obliged to improve his qualification every five years at least once a year. In this paper, we tried to describe the conditions for the inception of early forms and methods of improving the qualifications of teachers of the Republic of Tatarstan in one of the most vivid and dramatic periods of the development of the region - the period of establishing a new social order, and, consequently, the change of the educational paradigm - 1920-1930. Using statistical, archival, historical materials of local lore, the authors prove that the system of professional development of the Republic of Tatarstan, being one of the links of the all-Union advanced teachers' training system, had a number of national characteristics due to the large number of national teaching staff. It is proved that within two decades, after the October 1917 coup, both the quantitative and qualitative leap in all components of the education system was made. These studies can be used to take into account local historically-conditioned traditions for determining strategies for the development of educational processes both in the conditions of the region and in the country as a whole.

Keywords: Teachers' training, teaching staff, professional development, courses, conferences, secondary schools, new social order.

1 INTRODUCTION

Professional development of teachers is an important component of the state educational system of the Russian Federation. Due to the modernization processes in the field of education teacher training system developed over several decades is undergoing re-evaluation and there is search for new organizational forms and methods of work. In our opinion, Republic of Tatarstan, being a subject of the Russian Federation, has accumulated quite a significant experience in the process of formation of regional system of teacher training in the XX century. We hope that the analysis of past experience will contribute to the re-evaluation of goals and objectives of training content, as well as help to identify the features and sustainable development trends in the system.

The purpose of this study: Based on the analysis of the existing literature, statistics and archive documents to reveal the origin of conditions, trends in the further development of the content, forms and methods of training teachers of Tatarstan, the role of the Tatar institute of improvement of teachers as well as secondary and higher education institutions in the period from 1920 till 1930s.

2 METHODOLOGY

The problem of pedagogical staff training has always attracted the attention of researchers. The first, who touched on the issues of continuous pedagogical education of teachers in our country, were A.S. Bubnov, A.V. Lunacharsky, N.A. Krupskaya and others.

Their works, along with issues of school development, the strengthening of its material and technical base, touched on teacher training. Many questions of training and professional development of teachers at different stages of development of secondary school covered by E.P. Belozertseva, I.I. Betskoy, P.P. Blonskii, A.N. Volkov, N.K. Goncharova, P.V. Grishanova, K.Z. Zaripov, A.N. Zevina, M.N. Kolmakova, T. D.Korneychik, F.F. Korolev, N. P. Kusin, E.N. Medynskiy, F.G. Panachin, A.I. Piskunov, Z.I. Ravkin, V.Z. Smirnov, P.V. Hudominskiy, S.A. Chernik, P.N. Shimbirev and others.

National, regional aspects of vocational teacher education in the Republic of Tatarstan were considered in the dissertation of T.N. Mukminev (1958) [1], which contains information about the system of teacher training in the Republic of Tatarstan in the pre-war years. Specific information on the development of advanced training of teachers in the system is in scientific works of scholars such as V. M. Gorokhov, B.P. Rozhdestvenskiy, M.Z. Tutayev [2] and Y.I. Tuishev. These works are characterized by a holistic study of the development of the national (general) education in the republic.

Certain results of the work of researchers from Tatarstan is the publication written by a team of the Institute of Language, Literature and History named by G. Ibragimov. It's a book "The Cultural Revolution in Tatarstan (1917-1937)", which reflects some aspects of the history of school education, such as the creation and improvement of school business administration, the problem of attracting older teaching staff to work in the newly established schools, teachers' congresses and the elimination of illiteracy.

The theses of O.G. Evgrafova [3], E.M. Ibragimova, R.R. Iskhakova, R.A. Islamshin, A.A. Karimova, G. M. Klimova, and M.G. Muzafarova also raise various aspects of the process of retraining and advanced training of teachers in the system of continuous pedagogical education, including the regional one.

3 RESULTS

3.1 Organizational basis of the teachers' advanced training system

3.1.1 *The structure of the teachers' advanced training system.*

The system of professional development of teaching staff, which has developed in the twentieth century, can be described as an ordered set of institutions and organizations (Teacher Training institutions, faculties of retraining teachers at teachers' training institutions; district and city methodical offices, regional, inter-school and school methodological associations etc.), whose goal is continuous improvement of theoretical training, vocational skills, raising the cultural level of teachers as well as school administrators, school system staff and also the use and application of the achievements of pedagogical science, advanced pedagogical experience in accordance with the objectives set by the state and society for schools [4].

With such an approach different levels of the system can be distinguished: nationwide, subjective (republican, regional, etc.), municipal (city, district), internal, which are hierarchically interrelated.

However, the system requires not only historical, in a certain way an ordered set of institutions, but also the process of their work, their functioning.

We consider that the main components of advanced training of teachers are:

- goals of functioning, defined by the social order, the demands of society to the school;
- content of teachers' retraining programs;
- organizational forms and methods of training;
- staff (lecturers, methodists), who lead the training of teachers and school leaders, manage their self-development;
- conditions to ensure the proper functioning of the system (lecture halls, classrooms, laboratories, etc.);

- teachers, school managers and other education personnel, improving their qualification.

The starting point in the functioning of the system is setting public interest objectives to school education. These purposes define new qualification requirements for teaching staff and provide the basis for the development of specific objectives of the system functioning. The objectives determine the content of training, particularly the organizational forms and methods, requirements for teaching staff and educational material base. "Object", on which all of these components focuses, are teachers and school leaders who have a certain level of qualification and pedagogical skills. It must be emphasized that the "object" is not something passive: its "state", in turn, has had a very significant impact on the content, organizational forms, methods of training, requirements for the structure of lecturers, etc. As a result of the interaction of all these components, we have a new, higher level of qualification teaching staff. This new level provides ultimately the implementation of the goals, which society set for school, improving the efficiency and quality of its work. At each stage of development of system of training can clearly be seen a contradiction between the current level of teaching staff readiness and new demands that society make for them, new challenges that they have to decide. The need to overcome this contradiction is the source of improvement of the system, its development, "self-movement".

3.1.2 Background of the creation of the teachers' advanced training system.

Before becoming a system there is a period of creation of preconditions, the embryos of its individual components. Thus, since the mid-nineteenth century in Russian regions, teachers' congresses have been held on the initiative of the public [5]. They became the prototype of the future main organizational form of advanced training - course preparation. The study of teachers congresses history allowed E.M. Nikitin to conclude: "... What is called the teachers' congresses in the XIX century is called courses in our days" [6].

In July 1866, in Kazan, there was a congress of teachers of Russian language and literature. It discussed the development of programs on the teaching methods of word's theory as well as poetry and prose. During the discussion, expressed an interesting opinions, there was a discussion. Thus, it stressed the need for interdisciplinary connections in learning the Russian language, the organization of foreign language learning based on their native language.

General pedagogical issues were discussed. In 1874 congresses of teachers of parish schools were held in Kazan, Mamadysh and Chistopol [1].

The archival materials show that during the second half of XIX century by the first decades of the twentieth century the retraining of teaching staff are often intertwined with the professional education of teachers system. So, in the Kazan school district in 1889 there were eight schools involved in the preparation of teachers of city elementary and public schools - Teacher Training Institute (Kazan), teachers' seminary for Russian citizens of non-slavic origin (Kazan), teachers' seminary (with Porechetskoe Simbirsk), Russian teachers' seminary (Volsk), Tatar teacher's school (Kazan), Chuvash teacher's school (Simbirsk), Russian female district teacher's school (Kazan and Samara). Some of these had preparatory classes. Kazan seminary for Russian citizens of non-slavic origin includes Chuvash, Mordovian, Udmurt and Cheremis primary schools. Until 1907 the main form of education was lesson, then lectures were involved.

There were popular libraries were written works, as a form of self-employment, in addition to general subjects and specialized-pedagogical ones, the program included a number of optional items - manual labor, painting, music. It was believed that they are important for the moral development of the future teacher [7].

In the early twentieth century the work to improve the professional level of teachers is activated. Teachers are sent on business trips, both in Russia and abroad, to participate in meetings, courses related to the study of domestic and foreign experience. All the above, certainly contributed to the spread of new pedagogical knowledge, but most of the teachers of the Kazan province in the early twentieth century were not educated enough in terms of a low level of preparation.

Today it is difficult to assume, in what direction teacher education system on the territory of the modern Republic of Tatarstan would be developed after October 1917. Education, as an integral part of the culture, has experienced crucial moments and undergone a radical revision. And again a teacher as the main link in the educational process, comes to the forefront. He does not only transmits knowledge, but also is a conductor of ideas of the state, political propagandist, moral and spiritual mentor.

In the post-revolutionary period in the USSA, during the time of mass literacy among the adult population the need for accelerated training of new staff of teachers was recognized and the opening of annual teaching courses on the basis of secondary schools. In the summer of 1918 in all provinces, including Kazan one, more than 100 short-term courses were held. Since this time short course training has become the leading form of teachers' preparation. This was necessary because, firstly, a large number of new schools were being opened, and lot of staff were required for their functioning, secondly, many teachers, who worked in schools before the revolution 1917, were not registered and were considered as the representatives of so-called bourgeois layers, with which the new government contested.

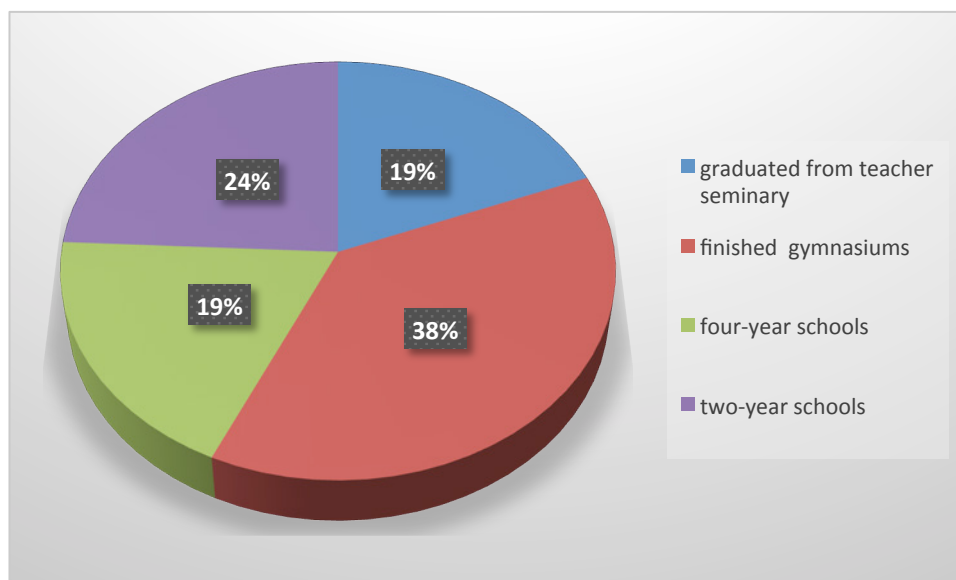


Fig 1. Teachers' education in Kazan province in 1918 (%)

Teachers received accelerated training on short-term educational courses in Kazan, Chistopol, Yelabuga, Bugulma, Menzelinsk, Tetyushi, etc. Efficiently worked pedagogical courses in Menzelinsk. S.Murtazi in his memories, referring to Menzelinsky district, wrote: "Among the Tatar teachers there were few who had pedagogical education, that was enough to teach in a Soviet school. When teachers' training courses opened, Tatar youth virtually rushed to enter them. The courses were conducted by qualified teachers: Zaki brothers, Mirza Taqi and Aliyev, Abdulkhalim Muslimov, Kamal Salah, Wali Hangildin and others "[8].

Despite the fact that the territory of the Kazan province was the scene of military operations of the Civil War, all the authorities have paid great attention to the establishment of a people's labor school. The result of the revitalization of the teacher training was the opening of the teachers' seminary in 1918-1919, among them were Kazan, Chistopol, Tetushi, Yelabuga. На основе «Временного положения», утвержденного Государственной комиссией по просвещению 5 октября 1918 г. в учительских семинариях был утвержден пятилетний срок обучения. Именно они стали готовить новую армию просвещенцев. On the basis of the "Provisional Regulations" approved by the State Commission on Education October 5, 1918 a five-year period of study was approved by the teachers in seminaries. Exactly they began to prepare a new army of the teachers.

Since the beginning of 1919-1920 academic year, teachers' seminaries were converted into a three-year teachers' courses, and later in the Pedagogical School. Training courses, prepared by the local Board of Education, as a rule, had three main areas: political, teacher, general education [9].

3.2 Development of forms and methods of teachers' training in Tatarstan in 1920 s

3.2.1 Teachers' training in Tatarstan in 1920 s

The creation of Tatar Autonomous Soviet Socialist Republic in May, 1920 had a beneficial effect on the beginning of the formation of the national pedagogical intelligence in the region. The management

bodies of the young Soviet republic were the Commissariat of Internal Affairs, Justice, Education, Health, Social Welfare, Agriculture, Food and Finance.

Authority control of public education, Tatnarkompros (Tatarstky People's Commissariat of Education), guided by the decrees and regulations, 1918 "Regulations on the Unified Labor School", "The basic principles of the unified labor school", defined the content of training teaching staff and systematically implemented the courses of training, as the leading form training. This was due to the real needs of the new school, the level of preparation of mass teachers. It should, incidentally, be noted that previously, during the first months of Soviet regime, many teachers of Kazan province being part of the All-Russian Teachers' Union have taken a wait, not trusting the new government. Part of the old teachers for various reasons did not take new orders, manifests doubt by declaring a policy of non-interference, and sometimes complete disagreement with the reform of education. There was a great demand of new teaching staff who was of workers and peasants origin.

So in the 1921-1922 years eight pedagogical colleges for the training of teachers with secondary special education were opened in Tatarstan on existing teacher training courses in Kazan, Chistopol, Tetyushi Spassk, Yelabuga, where 1,200 people were trained. These were Kazan Tatar Pedagogical College, an experienced Russian Kazan Pedagogical College, Kreschensky Kazan Pedagogical College, Chuvash Kazan Pedagogical College, Chistopolsky Russian-Tatar Pedagogical College, Tetyushsky Russian-Tatar Pedagogical College, Spassky Russian Pedagogical College, Elabuzhsky Tatar Pedagogical College [1].

Considering that the central figure in the school is a teacher, and this one determines the ideological and political direction and the level of school education, the government and the People's Commissariat of the Republic did pay attention to the training of teaching staff for national schools. As early in 1922, a special group of senior school staff has been formed at the Eastern Pedagogical Institute (VPI) (Kazan). Short and long term training courses for teachers were organized in each canton of Tatarstan [10]. According to the resolution of Council of People's Commissars of Russian Federation of 21 November 1925, at the same VPI for the purpose of training of teachers of native language and literature for advanced schools Turko-Tatar and Chuvash department and later - Mari and votskoe (Udmurtia) were opened. However, this fact did not cover the need for teachers to re-opening Tatar schools.

Training courses was a major form in the training of personnel for the new Soviet school. Courses in the region were led and held by Akademtsentr, Glavprofobr, Glavsotsvos.

Short-term teachers' courses have been designed for training teachers who worked without leaving their essential work. Their program was based on the most important professional interests of teachers, difficulties encountered in the school practice. Time limit dictated the need for diversity of work forms. Main of them were conferences, excursions, workshops, lectures, discussions, seminars and individual work.

In 1926-1927 cultural service of teachers was combined with the management of self-education, the creation of the institute of consultants, development programs and recommended reading lists. The subscription library "Pedagogical courses at home" facilitate self-education of teachers and continuous professional of them. During the 1924-1928 teachers have received more than 80 titles of books and manuals [9].

In the second half of the 1920-ies in the country there was a need to create a common scientific and methodological center that would conduct a comprehensive study of all aspects of professional development of teaching staff, preparing curricula and programs, as well as generalize work experience. The Bureau of the Collegium of the People's Commissariat of the RSFSR in accordance with the recommendations of the Second All-Russian conference on improvement of professional skill of workers of social education in September 1927 the "Regulation on central courses of social workers advanced training" was approved. Central courses had to carry out research on the problems of improvement of teaching staff qualification; develop curricula and course programs, manuals for self-development with bibliographies; conduct courses for different categories of public education workers, to carry out the program-methodical management in the field of advanced training [4].

In the beginning of 1928 these courses were reorganized into the Institute of Advanced Training of Teachers, and from December 1930 - in the Central Institute of Advanced Training of Teachers. The Regulations on the Institute of Advanced Teachers' Training (IPKP) was approved by the People's Commissariat of the RSFSR in June 28, 1928.

3.2.2 Development of new organizational forms of teachers' training.

In this period there was also the beginning of the creation of the Tatar institute of improvement of professional skill of teachers (or TIPKKNO) (now state autonomous educational institution of additional professional education "Institute of Education Development of the Republic of Tatarstan"). Tatar institute of improvement of professional skill of teachers began its work in December, 1928. Extensive care of teachers in their native (Tatar) language; management the learning process of students of correspondence courses; organization and holding of stationary courses; helping to guide the work of Tatar teachers in their self-development; studying Tatar teachers "- so its goals have been identified [11].

The Central Institute for the Advanced Training of Teachers (CIATT) in Moscow (Russian Federation), coordinating and conducting advanced training courses for autonomous republics, carries out program-methodological guidance for all work on teachers retraining. In the course training of the 1930s the main emphasis was placed on the analysis of the new content of education as well as the implementation it in schools.

3.3 Development of teachers' retraining system in 1930-s in Tatarstan (Russia)

3.3.1 Introduction of new economic and political order and development of new content of teachers' education.

Among the other forms of professional development in the Republic of Tatarstan conferences, pedagogical workshops for subject teachers should be noted, the study and implementation of pedagogical experience was conducted, new curricula (educational plans) for the regional system of teacher training were developed. Thus, the curriculum of the monthly courses for "mass workers of the first stage / for the Turkic-Mongolian nationalities", developed by the Tatar branch of the Institute, designed for 168 hours, included lectures on the international and internal situation of the USSR, on the immediate tasks of economic and cultural construction in the national republics in connection with a five-year plan for the development of the national economy, the foundations of Marxist pedagogy, the collective farm movement, the methods of educational and educational work of the national school, consultations on problems of Russian language teaching, joint (male and female) education. The plan includes seminars and workshops: "Increasing productivity of land and school tasks", "Multifield economy and trade", "Breeding cattle farming", a workshop on social science and others [12].

State measures aimed at the development of industrialization and collectivization of agriculture required mass training of the population and, accordingly, the need for accelerated training of teachers became more and more urgent and actual.

The first five-year plan for the development of the republic (for the period 1928-1933) in the field of culture aimed at the introduction of general compulsory (four-year) education for children, the eradication of illiteracy of the adult population under the age of 40, the expansion of the network of schools and cultural institutions first of all from among the Tatars. Illiteracy was viewed by the authorities as a serious obstacle to the socialist transformation of society.

To ensure the transition to general compulsory education, there were increased allocations for the construction, repair and equipment of schools, and the training and professional development of teachers. Under the Council of People's Commissars (SNK / or CPC) of the TASSR, a Committee on general compulsory primary education was established. The Chairman of the Council of People's Commissars of the TASSR, K. Abramov, was appointed as its leader. In Kazan, the headquarters of universal education and polytechnical was created. The network of general educational institutions in rural areas expanded. Subjects in almost half of the schools were taught in the Tatar language.

In order to prepare teachers for high schools, the People's Commissariat of Education of the Tatar Soviet Socialist Republic in 1930/1931 academic year called part of the staff of the 1st stage and schools of higher type to Kazan and seconded them to the Eastern Pedagogical Institute to upgrade their qualifications in special disciplines: socioeconomic, agronomical, physical and technical, literary-linguistic, etc. Seconded school workers should work in the school for at least 3 years by that moment, have a secondary education, be socially and politically prepared, ideologically-prepared, physically healthy, be at least 18 and not older than 40 years. [13].

3.3.2 Short - term training and the level of teachers education

In 1934-35 there were already 11 pedagogical technical schools in Tatarstan where 4178 people were trained (in Bugulma, Kazan, Buinsk, Kuibyshev, Mamadysh, Arsk, Menzelinsk, Tetyush, Elabuga, Chistopol, Aksubaev). It was assumed that by 1937 teachers who did not have a corresponding education, will finish pedagogical universities or technical schools. However, in such a short period of time, it was difficult to involve the entire mass of "short-term" teachers (so called in the 1930s teachers who had completed short-term pedagogical courses) into a system of correspondence education in high schools and technical schools, because many of the young teachers did not even have a seven-year education. In Tatarstan, as in the country as a whole, systematic work was needed to prepare these teachers for admission to pedagogical educational institutions, to eliminate serious problems in their general education. Therefore, working with short-term teachers becomes a priority for the system of professional development of pedagogical personnel.

In the periodical press of that time a number of articles were devoted to the training of pedagogical staff. So in the article "Training teachers in the pen", the author writes: "Training and upgrading of teaching staff is one of the narrowest places in the construction of a polytechnic school in Tatarstan. A significant number of short-term trainees have joined the republic's teachers' army. Among primary school teachers with secondary pedagogical education are only 28%, with a 7-year-old - 34%, and with the lowest - 33%. Among secondary school teachers with higher education - 7.6%, with secondary - 71.8%, the rest - with education below the secondary one. [14].

The opening of pedagogical laboratories at local and regional departments of public education facilitated the exchange of experience, as well as the dissemination of printed materials about the activities of the best school teachers. Since the second half of the 30's one of its main tasks Tatar Institute of improvement of professional skill of teachers (TIPKKNO) considered the political education of teaching staff. Cultural enlighteners should be committed to the ideals of socialism themselves and educate in the same spirit the younger generation. From the second half of the 1938/39 academic year, a course "Foundations of Marxism-Leninism" was introduced in all pedagogical schools, sections on the history of the All-Union Communist Party, dialectical and historical materialism, political economy, the initial political school, etc. were organized.

The following data characterize the quantitative and qualitative changes in the teaching staff in Tatarstan over a number of years.

Table 1. Quantitative and qualitative changes in the composition of teachers in Tatarstan.

Academic Years	Teachers' Education in Tatarstan			
	Higher and secondary	Secondary	Unfinished secondary	Total
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

It should be noted that the growth of Tatar teachers was more rapid than the growth in the total number of teachers of the republic. In 1930, 3,921 teachers of the Tatars worked in the schools of the republic, in 1935 there were 6,889 people, and in 1939, 10,607 people. In 1939, the teacher-Tatars were half of all the teachers of the republic. This meant that in a relatively short time a new army of national teachers was raised.

The material base and personnel of many institutes of advanced training in most of the autonomous republics, territories and regions of the USA did not fully correspond to those complex tasks that they had to solve. It should be noted that during this period the issue of strengthening the material base of the Tatar Institute of improvement of professional skill of teachers, allocating a separate capital facility to the institute, expanding publishing activities and promoting the institute through the mass media have been repeatedly raised during this period [10, P.8]. After all, unlike in Moscow, where there was a State Scientific-Research Institute of schools, who led the scientific study of the basic practical problems of teaching, plus the methodical study for Moscow teachers, as well as the City Institute for Teacher Training, which led course activities, the Tatar Institute of improvement of professional skill of

teachers (TIPKKNO) combines all three questions covering scientific development of individual practical topics, practical and methodological assistance to teachers of the republic, and course activities [15].

In February 1939 Tatar Institute of improvement of professional skill of teachers (TIPKKNO) was transformed into the Tatar Institute of Teacher Improvement (TIUU). Its main structural units were offices, namely: five offices for the maintenance of teachers of junior secondary and secondary schools (history, natural science, geography, mathematics and physics, languages and literature), the primary school and the pedagogy cabinet was in the organization stage. In addition to teaching and methodological work, they were actively engaged in studying, generalizing and propagating advanced pedagogical experience, providing differentiated methodological assistance to districts and schools, and solving applied pedagogical problems. The heads of the methodical classrooms were to generalize the methodological experience of the teachers of the republic. However, often the attendance of lessons by many teachers was viewed negatively, which, according to the staff, hampered the scientific and methodological study of many issues. "We are not engaged in an inspection survey, not an accidental survey on the instructions of the People's Commissariat for Education, but we must have a plan for studying the experience of schools. Our task is to have always scientifically grounded material about the results of the survey, "advocates the staff at the meeting of the Institute's Council in the second half of the 1938-39 academic year [15].

4 CONCLUSIONS

Thus, in the period from the 1920s to 1930s there was a gradual development and improvement of the system of professional development of teachers in the Republic of Tatarstan: constant quantitative growth, a qualitative change in its components, improvement of its organizational forms and content, bringing them in line with the needs of social and economic life, strengthening and expanding structural links within the system, a clear orientation on the state needs, which were fixed in documents and state acts. In the course of several decades of the Soviet regime, the teachers' retraining system proved its effectiveness by fulfilling the order of the society for the upbringing and education of the younger generation. Many forms of professional development of educators in the republic and the country that were formed and developed during this period, as well as the very structure of the teachers' retraining system, remain unchanged throughout the XX century.

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