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### **THE WAYS OF RENOVATING THE ETHNIC HISTORY OF THE MODERN STATE: THE ACTIVITIES OF THE PROSKURIV POLISH PEDAGOGICAL TECHNICAL SCHOOL**

**Abstract.** The article is devoted to the analysis of the process of formation and functioning of the Proskuriv Ukrainian Pedagogical Technical School, which was organized in 1921 of the 20th century. Its activity is presented through the prism of regulations, reports, letters, orders of various management levels. Particular attention is paid to the motivation of students in obtaining professional education related to the study of the Ukrainian, Polish, Russian languages; natural sciences - Mathematics and Physics. Teachers of the technical school organized lectures, consultations, individual educational work, control events in schools where students worked, to ensure their effective professional activity and their scientific and general development. The peculiarities of the organization of extracurricular work related to the functioning of amateur art groups and clubs (drama, singing), physical culture, the work of agricultural teams for growing vegetables and fruits are revealed.

The objective analysis of this experience gives us the opportunity to assess the current state of national education, to establish the dependence of pedagogical phenomena on certain socio-political and socio-cultural conditions, which is an important source for developing a strategy for a modern system of education and upbringing, a necessary basis for scientific and pedagogical knowledge, on the basis of which new educational concepts are developed. In this context, there is a need to recreate the objective ethnic history of education in regions of Ukraine as well as in the whole country.

**Key words:** content of education, forms of obtaining education, teacher, student, education, educational work, technical school, educational activities, leisure.

**Problem statement.** The implementation of the key ideas of national education and upbringing is impossible without studying their genesis, deep understanding of the positive experience gained by pedagogical science and practice during all the years of its functioning. For the years of independence, Ukrainian historical science faced a considerable number of questions related to a whole range of historiographical, international, interfaith and other problems which have long been hushed up.

So, the **research aim** of this study is to reveal the peculiarities of professional training of future teachers in the Polish pedagogical technical school in Proskuriv in the 30-s based on the analysis of orders, reports on educational work, correspondence and other documents.

**Presenting the main research material.** Representatives of all social classes and groups studied at the technical school: workers, collective farmers, employees. About 130 people who successfully passed the entrance tests in the following disciplines: Polish, Ukrainian, Russian, Physics, entered the technical school in 1933, the first year of it functioning. The first graduation (22 teachers) took place in 1933-34. The extramural department, covering a contingent of teachers of Polish institutions who did not have secondary education, successfully functioned at technical school.

Teachers of the technical school organized lectures, consultations, individual educational work, control events in schools where students worked, to ensure their effective professional activity and their scientific and general development. The technical school had three departments: school, preschool and extracurricular. The full-time studying has lasted for three years, and part-time studying – for two years. During all the years of its activity, the Polish pedagogical technical school has hosted training courses of teachers for representatives of all districts. Teachers of the “junior concern” studied without interruption from their main work for seven months. At the same time, up to twenty people of the region took courses. Teachers attended courses in the Polish, the Ukrainian, and the Russian languages

The content of the educational process consisted of the following subjects: Ukrainian, Polish, Russian, Physics, Mathematics.

Teams of cultural and mass work were created in the period of agricultural work. Voluntary public organizations worked with the population actively. Students of such teams organized educational activities among the population, published newspapers, organized rest-parties and amateur festivals.

The historical approach, according to scientists thought, gives us an opportunity to understand deeper the patterns of progress of a particular phenomenon, its state and directions for further improvement. Therefore, as the researchers note, for a clearer understanding and solution of many modern problems of upbringing future teachers, the study, theoretical analysis and creative use of the experience gained over the entire period of functioning and development of the higher pedagogical education system, gets a great importance.

Higher pedagogical school of Ukraine has passed the same stages in its development as well as a whole higher school. That's why it is important to consider the problem through the background of the development of higher education, on the one hand, and through the background of general education schools on the other hand, in close connection with the politics, economy and culture of the country.

Besides, in 1932, a Polish pedagogical technical school was opened in Proskuriv at the Kiev Polish pedagogical institute (Nesterenko, 1999, p.34). There were immediately created two courses and 96 people for training were enrolled (Nesterenko, 1999, p.34). But it was difficult to start working on time, because of a number of obstacles – there was no rooms for conducting classes and rooms for living (Yesiunin, 2004, p.51). The educational qualification of the future students at the technical school was very low – in order to fulfill the plan admission of future students, those who graduated from 4 or even 7 grades of a rural school were enrolled (Yesiunin, 2004, p.128).

Due to the lack of documents, even the social origin of the future students were not checked. In addition, the technical school was not provided with teachers. There were only the head master (Titov), the vice headmaster (Duma) and one teacher of the administrative and teaching staff (Yesiunin, 2004, p.128). Other subjects were partially taught by teachers of the Ukrainian pedagogical technical school (part-time,

in the Ukrainian language). Students often worked without a teacher, or the teacher gave lectures to joint courses (Yesiunin, 2004, p.128). It is clear that under such circumstances, high-quality training was out of the question. The technical school continued to function in a critical situation.

The administration did not take any measures to prepare to the autumn enrolling session of 1933. Therefore, it was lasred almost until the end of November, what ultimately affected the number of hours read and the quality of teaching material. Besides, it was necessary to organize one-year teacher teaching courses for junior and senior students (4-year and 7-year schools, respectively). At the beginning of December 1933, there were enrolled 25 students. Out of them 11 people were junior students and 14 senior students (Yesiunin, 2004, p.129).

Due to the lack of teachers, both groups had to study together for the first few months. Only in the middle of February 1934, the administration managed to organize the normal functioning of the courses, taking into consideration the fact that the invited teachers worked part-time and conducted classes in the Ukrainian lnsuage. Despite this situation, 42 districts of Vinnytsia region sent their students as to the Proskuriv Polish pedagogical technical school (Yesiunin, 2004, 3, p.5) as to the other districts of other regions.

There were enrolled 45 students and certain literature and program publications were sent to them. But when the session began on July 1, 1933, less than half of them (22 students) went to study (DAKhO). F. R-2597. Op. 1. Spr. 1. p. 264). The normal functioning of the technical school was negatively affected by the lack of teachers and constant selecting. This was especially true for the management. So, in the period for 4 months (from October,1933 to the beginning of February,1934), there were changed four head masters, two vice head masters and four teachers of the technical school (DAKhO, F. R-2597, Op. 1., Spr. 14, p. 128).

The report of the temporary directorate "On educative work and the state of the Polish pedagogical technical school" indicated that one vice head master, one teacher, one student and the secretary of the technical school were arrested by the USP in October; the head master Strutinskyi was arrested in November; the head master Neminskyi was arrested in January; the head master and the vice head teacher Voitsikhovskiy were arrested in early February (DAKhO. F. R-2597. Op. 1. Spr. 14, p.129). There were cases when teachers did not want to go to work in a technical school. So, the directorate of the technical school appealed to the Polish pedagogical institute in Kiev with a request to send a teacher Maizel to Proskuriv to teach the Polish language and literature. The institute recommended her, but she categorically refused, referring to her young child, although she was already of school age (DAKhO. F. R-2597. Op. 1. Spr. 14, p.101).

It is obvious that this state of the technical school did not contribute to positive work – due to the lack of curricula and textbooks, changes in management and teachers, there were constant lateness and absenteeism of classes by students, and low success rate in mastering the material (DAKhO. F. R-2597. Op. 1. Spr. 14., p.102). In February 1934, the technical school was provided with a building at 105, Ostapovych street. In addition, there was found a place for a hostel at 44, Kamianetska street. There were 13 rooms in the hostel. 13 students lived in two rooms, and 49 female students and two cadets lived in the rest 11 rooms (DAKhO. F. R-2597. Op. 1. Spr. 14., p.20).

Thus, 5-7 people lived in one room. There was also a hostel and boarding school in Hrechany village of Proskuriv district, where 49 students and 7 cadets lived in 9

rooms at the technical school (DAKhO. F. R-2597. Op. 1. Spr. 14, p. 21]. Most of the cadets lived in private apartments, which were rented for the duration of their studies (from October to July) at the expense of the technical school - 180 krb. (DAKhO. F. R-2597. Op. 1. Spr. 14, p.99). The cost of their maintenance was 200 krb per month. It should be noted that the monthly salary of the head master of the technical school was 180 krb. (DAKhO. F. R-2597. Op. 1. Spr. 14., p. 99). The scholarship in 1934 was divided into three categories depending on academic success: students of the first category received 35 krb per month; the second category received 40 krb per month; the third – 45 krb per month at technical school (DAKhO. F. R-2597. Op. 1. Spr. 14, p.59). At the end of February 1934, the technical school began to organize physical, agrobiological, pedagogical classrooms, and a library was opened (DAKhO. F. R-2597. Op. 1. Spr. 14, p. 130).

Thus, at the beginning of 1934, the number of students of the technical school together with the courses included 179 people, and there were only four full-time teachers who taught in the Polish language (DAKhO. F. R-2597. Op. 1. Spr. 14, p.129). Despite this, in case of any manifestation of “inappropriate” ideology, teachers were dismissed. So, the teacher Sushchynska was “removed from the work” for the manifestation of “anti-party” teaching of the Polish language, although there was no one else to teach (DAKhO. F. R-2597. Op. 1. Spr. 14, p.260]. But, nevertheless, the work of the technical school has been stabilized since February 1934. Students’ attendance at classes improved to 98%. Students’ meetings were regularly convened to raise questions about the discipline and academic success performance. Those who did not behave accordingly were recorded in the wall newspaper and the so-called “black board”.

The class schedule was compiled monthly. Classes were held in the form of lectures and seminars. There were laboratory works in Physics, Chemistry and Natural Science. The technical school did not have its own canteen, so students ate in the common student canteen. The daily cost of meals was 1 krb. per day: breakfast and dinner costed 25 kopiiky, lunch – 50 kopiiky (Yesiunin, 2004, p.114). Teachers ate in the canteen 2 times a day. Breakfast costed 50 kopiiky, lunch – 1 krb. (Yesiunin, 2004, p. 116). To fulfill the enroll plans for the technical school, almost everyone who applied was enrolled. The technical school was forced to provide the great amount of the students, who were from poor rural families, with everything they needed. So, in 1934, more than 70 students received shoes (Yesiunin, 2004, p.133). Students took a session in the form of tests, for which they had 1-2 days to prepare at the end of each course. There was a practice of leaving students “for the second year”, the part of which was 10-15% per course in the technical school. These were mostly students who were enrolled after three or four classes of an elementary rural school.

During the year, they lagged behind in their studies and did not pass the pretests in the end. There were cases when debtors were allowed to correct “units” and re-make pretests within a month (Yesiunin, 2004, p.262). After successfully passing the pretests, graduates were written characteristics with a recommendation for further study, or, in most cases, for teaching in rural areas (Yesiunin, 2004, p.195-198; 279). Student self-government was active at the technical school. Dramatic “singing” and physical education clubs were distributed. During the second semester of 1934, students published 16 wall newspapers and published the so-called “coursework newspaper” twice a month [3, p. 263]. Also, the technical school was assigned with a farm. In 1934 there were 6 hectares of land where potatoes, buckwheat, millet,

vegetables were grown; there were a couple of horses and a cart (Yesiunin, 2004, p.262).

According to the plan for the 1934-1935 academic year, it was necessary to enroll 150 people to study at the technical school. In May 1934, preparatory courses were organized where 80 students studied. Besides, technical school administration and a large circulation of ads for enrolling to the technical school had to be contributed to a larger staff process. At the end of 1934, Foina was appointed as the head master of the technical school (Yesiunin, 2004, p.2).

The newly appointed management started to work actively to organize the work. So, a separate order established that students and teachers must come to the technical school 15 minutes in advance before the beginning of the classes, in order to avoid lateness (Yesiunin, 2004, p.2]. At the beginning of February 1935, by the Order No 34 of the head of the Regional Department of Public education Podilskyi dated January 29, 1935, the scholarship for students was increased by 6 krb.; salary for teachers – for 8 krb.; salary for staff – for 50 kopiiky per month (Yesiunin, 2004, p.5).

But despite this seemingly improvement, teachers and students of the technical school were under constant supervision of the existing ideology. So, on February 17, 1935, a second-year student F. Malishevskyi was expelled from the technical school. He was careless to note about the situation of peasants and workers in Poland during the political hours, that our peasants work in the same way as in Poland. It was clear that further studying at the technical school was “impossible” for such a manifestation of a hostile ideology to those events held by the Communist party and the Soviet government in rural areas (DAKhO. F. R-2597. Op. 1. Spr. 1. p.7).

Since February 21, 1935, the studying at the technical school was stopped due to its accession to the Kyiv Polish pedagogical technical school, along with all its property. Only third-year-course students were left in the Proskuriv Ukrainian pedagogical technical school for several months to complete their studies (DAKhO). F. R-2597. Op. 1. Spr. 1., p.13). Immediately after the news about the liquidation of the technical school, the dismissed staff and students have been tryg to take something from its property with them. So, the laundress Kobryna N.V. and Yedzianovskiy M. have stolen 24 sheets at night of February 21-22 (Yesiunin, 2004, p.1). Student Oslovskiy P.P. has taken a blanket, sheet, mattress, pillowcase, books (the whole amount for about 200 krb). The cases were referred to the police. At that period 18 teachers worked at the technical school.

**Conclusions and further research prospects** Analyzing the pages of development of a modern higher educational institution – Khmelnytskyi humanitarian pedagogical academy, we have to restore not only the pages of the institution's history, but also make significant conclusions about integration into the European one, in the context of the development of culture, economy, and political structure. It is extremely important in the age-related development of such institutions to make conclusions and not to lose the best achievements and our own identity at the same time.

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## **ШЛЯХИ ОНОВЛЕННЯ ЕТНІЧНОЇ ІСТОРІЇ СУЧАСНОЇ ДЕРЖАВИ: ДІЯЛЬНІСТЬ ПРОСКУРІВСЬКОГО ПОЛЬСЬКОГО ПЕДАГОГІЧНОГО ТЕХНІКУМУ**

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**Анотація.** Стаття присвячена аналізу процесу становлення та функціонування Проскурівського українського педагогічного технікуму, становлення якого припало на 1921 рік ХХ століття. Його діяльність представлена крізь призму нормативних документів, звітів, листів, наказів різних управлінських рівнів. Особлива увага приділена мотивації студентів у здобутті фахової освіти, пов'язаної з вивченням мов – української, польської, російської; природничих дисциплін – математики та фізики. Розкрито особливості організації позааудиторної роботи, пов'язаної з функціонуванням гуртків художньої самодіяльності (драматичного, співів), фізичної культури, роботи сільськогосподарських бригад по вирощуванню овочів та фруктів тощо.

Об'єктивний аналіз цього досвіду дає нам можливість оцінити сучасний стан національної освіти, встановити залежність педагогічних явищ від певних соціально-політичних та соціокультурних умов, що є важливим джерелом розробки стратегії сучасної системи освіти і виховання, необхідною основою науково-педагогічних знань, на основі яких розробляються нові освітні концепції. У цьому контексті виникає потреба у відтворенні об'єктивної етнічної історії розвитку освіти як в окремих регіонах України, так у всій державі загалом.

**Ключові слова:** зміст освіти, форми здобуття освіти, вчитель, студент, освіта, виховна робота, технікум, виховна діяльність, дозволя.

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