

FORMATION OF THE PRIMARY SCHOOL TEACHER TRAINING SYSTEM IN THE CONTEXT OF THE DEVELOPMENT OF PRIMARY EDUCATION IN UKRAINE

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ABSTRACT. The education system in Ukraine is undergoing significant reforms to integrate into the European and global educational space while preserving its cultural-historical traditions. This paper examines the evolution of primary education and the corresponding changes in teacher training in Ukraine from the 10th century to the present. The development of the Ukrainian school system, particularly primary education, has led to significant changes in the training of teachers. The historical approach reveals deep-rooted traditions and experiences that can be utilized in modern teacher training. The study identifies six key stages in the development of primary education and teacher training in Ukraine, highlighting the historical-pedagogical context, the evolution of educational institutions, and the continuous adaptation of teaching methods and content to meet societal needs.

Keywords: primary education, teacher training, Ukraine, historical approach, pedagogical development, educational reforms.

INTRODUCTION

During the period of reforming the education system in Ukraine, alongside the necessity of its integration into the European and global educational space, there is a declared need to preserve and enrich its own cultural-historical traditions. The national education system has undergone a long path of development, conditioned by historical events, socio-economic reforms, industrial development, technological progress, etc.

Education reflects the development of society and the state, and educational institutions at different historical stages shape the personality according to the social demand. The development of the Ukrainian school system in general and primary school in particular has led to changes in teacher training. The system of preparing pedagogical personnel in Ukraine has deep roots and its own traditions, the understanding of which can be used in the training of modern primary school teachers. The historical approach allows exploring the origins, reevaluating accumulated experience, and identifying the positives that will ensure the implementation of progressive ideas from the past into practice.

The history of the development and establishment of primary education in Ukraine has been studied by: N. Belozorova, V(2014), Vykhreshch, V. (2001), O. Zamashkina (2007), M. Levkivskyi (1999), L. Medvil (2003), H. Chernenko (2010), I. Shumilova (2008) and others.

MATERIALS AND METHODS

It is considered necessary to consider the features of the formation and development of the system of training primary school teachers in the context of changes in primary education. The historical-pedagogical analysis of scientific works on the history of national education and pedagogical thought provides grounds for distinguishing the following stages:

- Stage I – the emergence of primary school (10th century – late 18th century);
- Stage II – the formation of primary education and the emergence of the system of training primary school teachers (1800-1900);
- Stage III – consolidation of primary education and the search for ways to train teachers for primary school (1900-1920);
- Stage IV – primary education and training of primary school teachers in the Soviet period (1920-1950; 1950-1990);
- Stage V – primary education and training of primary school teachers in the conditions of Ukraine's independence (1991-2015);
- Stage VI – primary education and the system of training teachers in the conditions of the New Ukrainian School (2016 - present).

Stage I – the emergence of primary school (10th century – late 18th century)

The emergence of education in general and primary education in particular in the territories of Ukraine can be traced back to the times of Kyivan Rus. In the 10th-11th centuries, there were already «literacy schools» and «schools of book learning» where children received elementary education in literacy, arithmetic, and religious education (Levkivskyi & Dubasrniuk, 1999). The teachers were educated clergy.

From the 12th to the 16th century, the school retained a church character: parish churches and monasteries were centers where schools were located. The teachers were mostly deacons, priests, and palamars, also called «bachelors», «teachers», «masters», «instructors». Reading remained the main subject.

In the church schools in Ukraine in the 16th-17th centuries, children were taught to read the alphabet, then religious books, taught calligraphic writing, prayers, and church singing, instilled religious consciousness. Jesuit schools also operated, where European pedagogical principles and norms of Christian morality were followed. Only members of the Order could work there.

Democratic principles were followed in Cossack and community schools of the same period, and the principle of harmonious upbringing was implemented: besides studying general subjects and religious education, attention was paid to physical and mental development and the formation of patriotic qualities. Boys from the age of 9 were admitted to school, students had equal rights and duties. During studies, children's games, exercises, and physical activities were applied (Levkivskyi & Dubasrniuk, 1999).

From the second half of the 16th century, Brotherhood schools began their activities, where teaching was conducted in Ukrainian and respect for Ukrainian customs and traditions was fostered. In the elementary type of such schools, besides literacy and arithmetic, drawing, catechism, and singing were included. Students were divided into three groups according to their skills: some learned to recognize letters, others read and memorized material, and the

third learned to reason and explain what they read (Medvil, 2003).

As noted by N. Belozorova, at the end of the 17th - beginning of the 18th century, children from townspeople, Cossacks, and peasants mainly studied in primary schools in Left-bank and Sloboda Ukraine. However, in the second half of the 18th century, due to the strengthening of national oppression and the devastation of peasants and Cossacks, most rural schools ceased to exist.

Wandering deacons (16th-18th centuries) played a significant role in spreading literacy and primary education, usually working in wealthy families (Medvil, 2003).

At the beginning of the 18th century, so-called «cypher schools» existed in Right-Bank and Left-Bank Ukraine, where literacy, arithmetic, elementary algebra, geometry, and trigonometry were taught. In some villages, there were «deacons' schools» - private educational institutions where deacons were actually teachers.

In Galicia, Bukovina, and Transcarpathia at the end of the 18th century, there were elementary schools in villages and small towns, while larger cities had main schools. Children were taught reading, arithmetic, practical exercises. Pedagogical courses for teachers could also operate alongside main schools. In such cases, schools were named «normal» (Medvil, 2003).

Therefore, the priority of elementary education in Ukraine during this period belonged to the church, and education had a church-religious character. The main books in schools were religious. Children in elementary schools were taught basic skills of reading, writing, and arithmetic. There were no uniform approaches to teaching in schools. The quality of education depended on the skill and willingness of the teacher. Teachers in elementary schools were clergy and itinerant deacons. There were no special educational institutions for training teachers for elementary school.

II STAGE – FORMATION OF ELEMENTARY EDUCATION AND EMERGENCE OF THE SYSTEM OF TRAINING FOR ELEMENTARY SCHOOL TEACHERS (1800-1900)

Elementary education (1800-1900)

At the beginning of the 19th century, in the territory of Ukraine under the rule of the Russian Empire, the imperial government carried out education system reforms. According to the «Preliminary Rules of Popular Education» educational institutions of four types were created: parish schools, county schools, gymnasiums, and universities. In turn, parish schools, subordinated to the church, were of three types: literacy schools (one-year course), single-class (two-year course), and two-class (five-year course). Moreover, large educational institutions, supported by the Ministry of Education, organized the activity of elementary schools. For example, in 1805, the first university in Ukraine was opened in Kharkiv, which played a significant role in the development of elementary education. By the end of the 19th century, the university supervised 136 parish schools, 116 county schools, and 13 gymnasiums (Belozorova, 2014).

Studying the development of education and pedagogical thought in Pereyaslavshchyna, T. Bagriy notes that there was no unified school system during this period: various programs and terms of study existed, which were subordinated to different departments. The content of the educational process was reduced to providing elementary knowledge. Local priests

usually taught in schools. Teaching methodology was limited, but teachers tried to illustrate the material and applied folk traditions, customs, and rituals during teaching (Bagriy, 2011).

During this period, zemstvo schools began to appear, where new disciplines were introduced, more attention was paid to intellectual and moral education, and progressive teaching methods for that time were applied. Advanced teachers of zemstvo schools of Pereyaslavshchyna tried to use books of famous Ukrainian authors during classes to teach children in their native language. However, the absence of unified educational plans led to different requirements for the amount of knowledge of students and negatively affected the quality of education. Passive teaching methods predominated: homework, written classwork, explanatory readings, etc (Bagriy, 2011).

In the zemstvo schools of Northern Pryazovia, subjects related to crafts and agriculture (basics of gardening, horticulture, viticulture, beekeeping), elements of the history of the native land, geography, music, singing began to be introduced (Shumilova, 2008).

In the Eastern Ukrainian region, the method of rote learning was widespread in elementary school, which was applied not only when studying the Law of God, which contained concepts that were incomprehensible to children but also when studying other subjects of elementary education (Vykhreshch, 2001).

In the methodological recommendations of that time, the conditions for the effective use of monological verbal teaching methods were determined, namely, taking into account the level of development and understanding of the educational material by students; brightness and completeness of oral presentation. In turn, the effective conditions for using dialogical teaching methods were defined as the teacher's ability to formulate questions to determine the level of understanding and assimilation of the presented material by students; establishing links with previously studied material; the teacher's knowledge of a specific discipline, age psychology; observance of speech culture; use of visual aids; application of practical exercises and relying on children's experience.

With the aim of forming students' ability to read and write consciously, the method of simultaneous teaching of reading and writing using tables was used; the introduction of improvisational lessons was considered appropriate.

For the first time in 1897, state educational programs appeared. Thus, the Ministry of Popular Education published «Approximate Educational Programs» for elementary schools. In a three-year elementary school, students studied the Law of God, arithmetic, the Russian language, reading, and sometimes church singing (Belozorova, 2014; Mints, 2019; Skorobogatova, 2010).

Official school documents dated the late 19th century testified that obedience, «loyalty to the interests of the empire» were to be formed in elementary school. Thus, more attention was paid to educational aspects, including religious education, than to didactic tasks, which, in turn, negatively affected the level of children's education (Gavrylenko, 2012).

Starting from the 1890s, the zemstvos began to fight for the improvement of primary education. A methodology was developed to study the needs of primary schools, and a budget for educational development was drawn up with the aim of transitioning to compulsory primary education.

Overall, the second stage of primary education development in Ukraine is characterized

by the imperfections of the educational process. Primary schools mainly provided students with only mechanical reading and writing skills. The quality of primary education was negatively affected by the large number of students per class, low social status of teachers, Russification policy, insufficient funding, distance of schools, and lack of proper classroom facilities, furniture, and books.

Teachers training (1800-1900)

As for the training of teachers for primary school, in the first half of the nineteenth century, it was virtually absent. Thus, studying the staffing of primary schools in the South of Ukraine, M. Mints notes that the lack of trained teachers was one of the most important problems, in the solution of which the Ministry of Public Education, the Zemstvo, and the Church took part. The scientist emphasizes that «in the post-reform period, children were mainly taught by illiterate peasants, non-commissioned officers, undergraduates, and clergymen» (Mints, 2019). The insufficient number of teachers has led to the practice of training teachers for pro-gymnasiums, junior classes of gymnasiums and real schools by passing special exams.

In the second half of the 19th century, with the active participation of local self-government bodies, a new form of teacher interaction emerged – teacher congresses. These congresses aimed to discuss issues of public education and improve the overall level of teacher training. They provided a platform for sharing teaching experience, discussing educational problems, conducting practical sessions with novice teachers, introducing new effective teaching methods, and reviewing school textbooks and teaching aids (Mints, 2019; Shumiliva, 2008). For example, the congress, which was held in Berdyansk in 1883, was a place of pedagogical communication between teachers, where the problems of education were discussed (Shumilova, 2008). Teacher congresses were a means for teachers to make collective decisions on education issues and exert informational pressure on educational authorities to heed the collective opinion of teachers. This contributed to the improvement of teachers' financial status, social status, and overall solidarity. However, teacher congresses were banned by the authorities in 1885, leading teachers to hold semi-official and unofficial meetings. The resumption of teacher congress activities in 1899 was crucial for the development of Ukrainian education.

Additionally, for those wishing to obtain certification as a public teacher, there was a system of teacher training courses introduced, which granted the right to teach in primary schools (Mints, 2019). The pedagogical courses were aimed at improving the general educational, pedagogical and methodological level of educators. The Rules on Temporary Pedagogical Courses for Teachers of Primary Public Schools (1875) were introduced, which regulated the course training of teachers. The peculiarity of the training was that it became predominantly practical and was carried out on the basis of a model school. Also, in pedagogical courses, the content of psychological and pedagogical training was divided into invariant and variable components, in order to take into account the needs of students. In the practice of organizing psychological and pedagogical training of teachers General scientific (analytical, synthetic, genetic), general didactic (verbal, visual, practical), control-evaluative and scientific-search methods of teaching were introduced in pedagogical courses (Lysenko, 2007).

At the end of the nineteenth century, there was a decline in the activities of short-term

pedagogical courses: the methodological direction of the courses began to have a narrowly practical nature; Course instructors had a low level of readiness. Unlike pedagogical congresses, the courses did not discuss the development of education or improve the methods of school work.

On the other hand, the number of stationary pedagogical institutions, which provided better professional training, increased. Thus, the development of primary education in the Eastern Ukrainian region was positively influenced by the fact that in many cities (Kharkiv, Chernihiv, Katerynoslav, Novgorod-Siverskyi, Poltava, Kherson) since the beginning of the nineteenth century. Educational institutions began to operate, namely, gymnasiums, institutes of noble maidens, which trained teachers for primary schools (Belozorova, 2014).

In the early 1870s, teachers' seminaries were opened in Mykolayiv, Kherson, Odesa, and Novy Buh (Mints, 2019). On the initiative of M. Korf, in 1875, a teachers' seminary was opened in the village of Preslav, Berdyansk district, which provided an appropriate level of professional training for teachers at that time. An important place was given to pedagogical practice, for the organization of which methodological recommendations were developed (Chernenko, 2010).

Views on teacher training were described by K. Ushinsky in the work «Project of a Teacher Seminary» in which he emphasized the importance of selection for seminars, comprehensive general education, the study of primary teaching methods, psychology, and basic medicine. K. Ushinsky primarily focused on practical activities (observations and conducting lessons).

V. Vykhreshch's research on the development of theoretical and conceptual foundations of domestic didactics is thorough. Thus, the researcher notes that the theoretical direction in domestic didactics was initiated with the introduction of a pedagogy course in teacher training. Textbooks on pedagogy and didactics contained material on the basics of teaching, its means and content. In particular, the following topics were considered: «Principles of Teaching», «Methods and Forms of Teaching», «Theory of the Curriculum». At the same time, the methods and forms of teaching considered in the textbooks were predominantly traditional; the authors of the textbooks did not pay attention to the categories «forms of organization of training»; there was no unity in the authors' approaches to the leading categories of didactics (Vykhreshch, 2001).

Thus, only from the second half of the 19th century did the stage of the formation of a system for training teachers of primary classes begin, which was determined by educational reforms introduced, the approval of the Rules for Pedagogical Courses for the training of teachers for primary public schools, the functioning of Teacher Congresses, and the increase in the number of educational institutions providing professional training.

THE THIRD STAGE – THE CONSOLIDATION OF PRIMARY EDUCATION AND THE SEARCH FOR WAYS TO PREPARE TEACHERS FOR PRIMARY SCHOOL (1900-1920).

Primary education (1900-1920)

During this period, the only accessible institution for education remained the primary school, although at that time it did not cover all school-aged children. Moreover, the tsarist government banned the teaching of children in Ukrainian (Gavrylenko, 2012).

M. Sakhnii, studying the development of zemstvo education in the Left-bank Ukraine,

argues that the primary school of that period aimed to form humanitarian and practical knowledge in students and foster diligence, discipline, and fairness. Teachers used the class-hour organization of teaching with elements of the Bell-Lancaster system, as well as extracurricular reading and excursions. Teachers mainly used passive teaching methods: verbal (conversation, narrative, explanation), practical (dictations, essays on free topics, exercises on reproducing grammatical rules, analysis of words and sentences by structure, analysis of parts of speech, etc.), and visual (observation, illustration, demonstration) (Sakhnii, 2011).

At the same time, some teachers sought to adhere to the principles of amateurism, brevity, simplicity, developmental learning, the relationship between education and training; We tried to intensify the acquisition of literacy through the use of game situations. The progressive pedagogical community advocated the creation of schools on the basis of humanism, democracy, nationality, continuity and conformity to nature and actualized the problem of finding goals and tasks of the school. Along with the importance of the formation of knowledge, skills, and the development of mental abilities, the importance of educational tasks, in particular, national, civic and physical education, was also emphasized (Gavrylenko, 2012).

Thus, during the years 1900-1917, education in primary school mainly focused on developing reading, writing, and arithmetic skills, as in the previous period. Mostly passive teaching methods led to fatigue, did not promote motivation or activate children. The problem of insufficient methodological support, the absence of unified requirements for the level of knowledge, and the low professional level of teachers remained relevant. However, progressive educators sought to change the authoritarian approach to education to a democratic one; to develop children's mental abilities; to adhere to the principles of national, patriotic, and labor education; to conduct education in the native language, which contributed to laying the foundation for the creation of the Ukrainian primary school.

During the period of the Ukrainian people's national liberation struggles from 1917 to 1920, there was a gradual transition to compulsory free primary education. With the establishment of the Ukrainian Central Rada, the priority was the elimination of illiteracy among the Ukrainian people, democratization, decentralization, as well as Ukrainization through education in the native language, the use of national traditions, education in a national spirit, and so on (Chernenko, 2010).

Utilizing the achievements of domestic and foreign educators, a Project of a Unified School in Ukraine was developed, presenting the concept of a new Ukrainian school. In September 1919, the first volume of the Project was published, consisting of a preface; a section explaining the educational plans and programs of the unified school; a general part; a subsection on «The Role of Science, Religion, Art, Counting, and the Development of Civic Duty in the Educational School»; educational plans and programs for primary and secondary schools; a dictionary for elementary school. This new national-state unified school was designed for twelve years, with the first of the three levels being a junior basic four-year school. However, the Project was not implemented due to the establishment of Bolshevik rule.

By the order of the General Secretariat, church-parish schools, which were under the

jurisdiction of the spiritual department, were transferred to zemstvo authorities. At the same time, there was no single type of primary schools yet: Ukrainian gymnasiums, state and private primary schools, zemstvo schools with Ukrainian-language instruction were operating and being established.

During the Directorate, special attention was paid to developing unified educational plans and programs for primary schools. At All-Ukrainian Teachers' Congresses, meetings, conferences, issues of the new content of primary education, selection of effective teaching methods and technologies, and textbook development were discussed (Chernenko, 2010).

The process of developing primary educational institutions in Ukraine did not proceed uniformly everywhere. In each gubernia, it differed in pace, content, the persistence of socially active strata of the population, the activity of local self-government bodies, and the participation of public organizations. However, traditional teaching methods remained dominant in primary schools.

Teacher Training (1900-1920)

At the beginning of the 20th century, the tsarist government did not pay enough attention to the training of primary school teachers and improving their pedagogical skills (Gavrylenko, 2012). For example, a significant portion of primary school teachers in the Chernihiv region worked without specialized pedagogical education but were granted the right to teach after passing an exam and a six-month pedagogical practice.

However, in the Kherson gubernia, the gentry created a certain system of teacher training. Thus, zemstvo scholarship recipients studied at ministerial teacher training seminars. In most gymnasiums, where additional pedagogical classes were opened, students received financial assistance from the zemstvo, which also facilitated the opening of two-year pedagogical courses.

S. Lysenko refers to the period from 1900 to 1917 as a stage of intensive development of psycho-pedagogical training for teachers in various types of pedagogical courses. Alongside traditional teaching methods, courses employed excursions; visits to pedagogical museums and work therein; participation in clubs operating at courses and museums; studying exhibits at pedagogical exhibitions; conducting literary and musical evenings, and so on (Lysenko, 2007).

During training, much attention was devoted to pedagogical practice. For example, participants in two-year courses at the Yelysavethrad six-grade school at the beginning of the 20th century were required to conduct 19 lessons in the first and second grades of the school. Lesson plans had to be coordinated with the methodologist teacher.

A similar opinion is shared by the researcher of the organization of pedagogical practice in various types of educational institutions in Ukraine, O. Lukyanchenko, who argues that pedagogical practice took place in all types of pedagogical educational institutions of that time to develop teaching skills. The organization of practice included defining the tasks of practice supervisors, forms of practical skills and competencies assessment (attendance of future teachers' lessons, discussions, checking pedagogical observation journals, writing written pedagogical characteristics of students). An interesting experience was the presence of model schools at teacher training institutions for demonstration of teaching

and conducting lessons by future teachers.

According to official normative documents, the types of practice at that time were traditional and similar to those of modern higher education institutions, namely: observing and discussing lessons of experienced teachers, preparation and conducting trial and examination lessons, analyzing practice results at pedagogical conferences (Lukyanchenko, 2004).

During the specified period, some progress in didactic guidelines of the early 20th century is observed. Thus, textbooks already define the essence of such didactic categories as «tasks», «general content», «rules», (principles), «forms», and «methods» of teaching, substantiate their connection with other branches of pedagogical knowledge; consider «educational plan theories»; study the features of school structure, etc (Vykhreshch, 2001).

During the years 1917-1920, the activities of All-Ukrainian Teachers' Congresses and pedagogical courses remained significant. According to educational chronicles in periodicals of those years, the following decisions of the congresses were important:

- Resolutions of the II All-Ukrainian Teachers' Congress in Kyiv: to use national creativity in education in accordance with children's individual inclinations; acquainting students with their native land and its history; conducting education in primary school in Ukrainian; establishing teacher unions in all counties;
- Resolutions of the I All-Ukrainian Professional Teachers' Congress: organizing courses on general and pedagogical subjects for teachers;
- Resolutions of the First All-Ukrainian «Prosvita» Congress: education should be compulsory and free for boys and girls starting at eight years old.

On November 7, 1917, in Kyiv, the Ukrainian Pedagogical Academy was opened in the Pedagogical Museum, where pedagogical courses were organized for graduates of higher schools and Teacher Institutes. Free listeners could be those who studied in the last courses of higher schools and Teacher Institutes, as well as those who completed teacher seminars. Lectures were given on the history of pedagogy, pedagogical theory, pedagogical psychology, school hygiene, educational reading, etc.

Additionally, with the aim of preparing primary school teachers, pedagogical courses were held in the summer of 1918 in Kyiv, Kaniv, Chernihiv, Uman, Chyhyryn, Cherkasy, Bila Tserkva, Berdychiv. From 1920, Institutes of Popular Education were established based on individual university faculties. Primary school teachers were trained by faculties of social education (Chernenko, 2010).

Thus, changes in the training of primary school teachers were driven by the introduction of general primary education and an increase in the number of primary schools. Psycho-pedagogical and practical training improved in pedagogical courses and Teacher Institutes. However, there was no single concept of primary education teacher training.

STAGE IV - PRIMARY EDUCATION AND TRAINING OF PRIMARY SCHOOL TEACHERS IN THE SOVIET PERIOD (1920-1950; 1950-1990)

Primary Education (1920-1950)

In the 1920s, the primary objectives of primary education remained the elimination of illiteracy and homelessness. Materials on the content of education and methodological

advice were provided to teachers in the «Guides for Social Education» published annually by the People's Commissariat of Education starting in 1921.

The introduction of compulsory primary education in 1930 aimed at the full coverage of children of school age with primary education and, accordingly, led to qualitative and quantitative changes in the development of primary education institutions. The main principles of school reform were accessibility, compulsory education, and free primary education.

During the studied period, various teaching methods were used in primary schools, including project-based, brigade, production, labor, laboratory, excursion, illustrative, and research methods. Games, entertainment, and relaxation played an important role as well (Chernenko, 2010).

One of the innovations in primary education during this period was the introduction of a comprehensive education system. The comprehensive approach in Ukraine began to develop even before the revolution and was based on the ideas of J. Dewey and the pedagogical approach to the child, which justified the development of children's thinking and interests.

Thus, subjects were combined into complexes rather than studied separately. This teaching system aimed primarily to ensure the formation of knowledge necessary for children in real life. Educational material was divided into three blocks:

1. Nature: understanding natural phenomena and their interrelationships.
2. Labor: formation of labor skills and abilities.
3. Society: familiarization with the development of social relations, problems, and ways to solve them.

Language and mathematics were also not separate subjects; knowledge was provided when studying complex themes.

Comprehensive education was regulated by state regulations, took place on the basis of a single curriculum and was mandatory. At the heart of the comprehensive programs was labor education and, accordingly, preparation for labor activity (in the village – for agriculture, in the city – for industrial) (Chernenko, 2010). On the one hand Modern ideas of integration were realized through such comprehensive education, and on the other hand, the program built in this way leveled the role of academic subjects.

Therefore, a significant achievement of this period (1920-1950) was the compulsory and free primary education, the introduction of the Ukrainian language, and the creation of Ukrainian textbooks. Outstanding educators of this period laid the foundations of didactics of primary education in Ukraine. Scholars emphasized the importance of cognitive development, the formation of interest in cognitive activity, purposeful development of cognitive processes (memory, attention, thinking), and individualization of education. However, the problem of insufficient funding for education and lack of premises remained unresolved.

RESULTS

Teachers training (1920-1950)

At the beginning of the 1920s, teacher training in Western Ukraine was carried out through the completion of five-year teacher seminars. Some of these seminars organized five-year teacher training courses specifically for preparing primary school teachers. Starting from 1928, graduates of eight-year gymnasiums could obtain a teaching profession through two-year pedagogical courses.

In addition to the Institutes of Public Education (IPE) and pedagogical courses in accordance with the «Code of Laws on Public Education in the Ukrainian SSR», there were also pedagogical technical schools with departments of social education, vocational education and political education for the training of teachers.

Teachers who had «anti-Soviet ideas» were ousted from secondary schools. Accordingly, the Soviet government needed new teaching staff who would be able to «accept and implement the party's policy in the field of education», regardless of their competence. The establishment of a unified system of pedagogical education and the organization of IEE instead of universities led to an increase in the number of specialists with higher and secondary special pedagogical education and with insufficient theoretical and methodological training.

In addition, in the early 1920s, special commissions were created for people who wanted to teach, but did not have a pedagogical education. Such commissions held colloquia, according to which the amount of formal knowledge had to correspond to that required for admission to the ENO. Then persons who wished to engage in pedagogical activities had to undergo a two-week internship, and in the future were sent as interns to those institutions in which they wanted to work. After a year of work in an educational institution, individuals had to submit a report on their work and, subject to positive feedback, they could receive a certificate for the right to teach.

The introduction of compulsory primary education in 1930 necessitated the training and retraining of teaching staff and, overall, the restructuring of the system of teacher education. In 1930, the USSR government adopted resolutions «On the Reorganization of Higher Educational Institutions, Technical Schools, and Workers' Faculties» and «On the Reorganization of the Network and Systems of Teacher Education in Ukraine». According to these resolutions, three types of educational institutions were defined:

- higher pedagogical schools - pedagogical institutes;
- secondary pedagogical schools - pedagogical technical schools;
- two- and one-year pedagogical courses (Nikolina, 2013).

Primary Education (1950-1980)

The goal of primary education during the second part of the specified period (1950-1980) was to educate a well-rounded personality, including the formation of basic moral, labor, health, and aesthetic values in younger students.

However, in primary education, the values of the totalitarian state prevailed with the aim of shaping the «Soviet person»: young schoolchildren were involved in the children's communist movement, conformity was cultivated in the Rules for Students, and the dominance of state and collective interests was emphasized. The content of primary education was based on

the principles of politicization, Russification, and standardization (Gavrylenko, 2012). The subject-spatial environment in primary school, as well as the aesthetics of the interior, had to meet the criteria of ideological and political orientation.

Nevertheless, this period was characterized by the activation of ideas of humanistic pedagogy, developmental and problem-based learning, etc. For instance, problem-based pedagogical laboratories were initiated, advanced pedagogical experience was actively deployed, experimental work was conducted, and pedagogical systems with a distinctly humane personality position of their authors were created.

For example, at the core of the pedagogical system of the prominent educator V. Sukhomlynsky was the child's personality as the intrinsic value and the goal of the educational process. The leading ideas of his system were humanization, naturalness, the development of creativity, and the self-activity of students. The goal of the educational process for the teacher was considered to be the comprehensive development of the individual: moral, intellectual, physical, and aesthetic.

Among the new approaches to teaching, the ideas of L. Vygotskyi about the interrelation of learning and development gained significance. Thus, in the 1960s-1970s, the system of developmental learning by L. Zankov gained the greatest recognition. In various cities of Ukraine, there was a network of such primary classes. The didactic peculiarity of lesson construction was based on the formation of full-fledged learning motives and involved active participation of children. Among the active methods within the framework of developmental learning were discussions, exchange of ideas, analysis of observations, sensory experience, comparison, classification, and justification of conclusions; various forms of organizing educational interaction in the lesson and extracurricular activities were applied (Zamashkina, 2007).

Under the influence of the theory of developmental learning, along with educational and upbringing tasks, developmental tasks were introduced: development of thinking, imagination, speech, memory, cognitive abilities, observability, and independent activity of students (Gavrylenko, 2012).

In turn, the ideas of problem-based learning were reflected in the application of methods of problematic presentation of educational material (the teacher formulates the problem and demonstrates various ways of its solution); partially-search method (the teacher poses the problem, and students independently perform certain stages of its solution); execution of research-cognitive tasks (observation of nature, life, and work of people). To stimulate children's mental activity, heuristic discussions, games, creative tasks were applied.

In the 1980s, the content of primary education was significantly influenced by the ideas of innovative educators, who proposed their own advanced technologies. After the proclaimed reform of general and vocational education in 1984, the emphasis shifted towards purposeful formation of learning activity; mastering knowledge and forming skills and abilities of subject content; creating conditions for self-expression and development of abilities of young students; forming an integral «ability to learn» etc. Principles of national orientation, depoliticization, child-centeredness, differentiation, individualization, etc., began to be declared, which became the basis for further development of national primary school.

As for the organization of the educational process, there was a search for the optimal

structure of the academic year, the duration of lessons (especially in the 1st grade, which was 35 minutes), teaching of singing (music), drawing, physical education by specialists. Preparatory classes for children aged 6 were started at schools and kindergartens, which was caused by the complexity of mastering the content of the 3-year school by students. Attention was paid to the didactic features of the lesson in the first grade of the four-year primary school, and significant importance was given to play, taking into account the age characteristics of six-year-old first-graders. However, insufficient funding, lack of proper material and technical base did not allow for the transition to a four-year term of study within the planned timeframe. Therefore, both the three-year and four-year primary schools operated simultaneously. At the same time, the network of author schools and schools with in-depth study of individual subjects expanded; private schools appeared; a new type of educational institution, «school-kindergarten» was initiated.

Alongside traditional lessons, teachers began to widely implement excursions, extracurricular forms of organization of education (clubs, meetings with interesting people), and non-standard lessons: research lessons, reflection lessons, discovery lessons, game lessons; olympiads and educational competitions were initiated. In addition to traditional methods, practical work, experiments, observations, elements of problem-based and programmed learning, and other active teaching methods were used. Machine and non-machine programmed control was used to check knowledge assimilation.

Thanks to technological progress, new teaching aids appeared: film projectors, tape recorders, record players, electrified boards, slide projectors, etc. Separate rooms were created for labor training, improvement of sports and playgrounds, and so on (Gavrylenko, 2012).

Primary education during this period was considered as the foundation for further successful learning.

Teacher Training (1950-1990)

The content of professional training of teaching staff in the system of higher pedagogical education in Ukraine during the specified period was quite standardized and was determined by the regulatory documents of the Ministry of Education of the USSR. The updating of the content of training of primary school teachers was facilitated by the introduction of author's techniques and innovative approaches and technologies (developmental, problem-based, differentiated, programmed learning, etc.).

In 1955, the Department of Primary Education was established at the Institute of Pedagogy of the National Academy of Educational Sciences, which was reorganized into a laboratory of teaching and upbringing of younger students in 1961, the researchers of which created fundamentally new provision for students of primary classes.

Analyzing the system of training primary school teachers in Ukraine, M. Skorobohatova notes that pedagogical education in the post-war years (1945-1955) was primarily aimed at restoring the quantitative indicators of teachers. The content of training of primary school teachers mostly duplicated the content of the program of senior classes of secondary schools, and the main function of training primary school teachers was in comprehensive harmonious development, formation of necessary knowledge and skills, ideological, intellectual, moral,

aesthetic, and physical abilities in students, as well as preparation for labor activity.

Teachers of primary classes were trained in pedagogical classes, pedagogical colleges, on courses at teacher training institutes, and teacher improvement institutes through full-time, part-time, and evening forms of education. The training periods varied from several weeks to four years.

In the next decade (1956-1964), the system of training primary school teachers was established, the basics of methodological training were developed, and its content and form were unified. Changes occurred in the structure of education: future primary school teachers were trained in pedagogical colleges (2 or 4 years of study) and pedagogical institutes (4 or 5 years of study). The requirements for the level of scientific-theoretical, practical, and methodological training of teachers were raised (Skorobogatova, 2010).

Research on the formation of the system of professional training of primary school teachers by K. Avramenko (2018) suggests that changes in educational programs and plans were taking place in the 1950s and 1960s. For example, in 1956, 40% of the educational load was allocated to socio-political disciplines, 25% to psychological-pedagogical training and pedagogical practice, and 35% to specialized and methodological training. Lecture format teaching was preferred (40% of classroom time). «Calligraphy with methods of teaching it in school» was introduced into the curriculum; special training for pedagogical practice in pioneer camps was introduced.

In 1959, the subject «Handicrafts with methods of teaching it» was introduced, and special courses and seminars were proposed, as well as writing term papers by students on the methodology of languages or arithmetic.

One of the new forms of work in higher pedagogical institutions was the organization of advanced pedagogical experience schools, within which young teachers could observe lessons; create methodological developments, lesson plans, etc., with the help of experienced specialists; discuss innovations in methodological literature (Avramenko, 2018).

During the 1960s-1980s, educational plans and programs for the training of primary school teachers in higher education institutions were improved; methodological training was improved, achieving unity between theoretical and practical training in teaching professional disciplines. One of the innovations of this period was the preparation of teachers for organizing creative collective educational activities and developing readiness to implement the principles of cooperative pedagogy. The number of faculties for training primary school teachers in higher education institutions increased.

The 1980s were characterized by the search for an optimal model of methodological training for future teachers, attempts to strengthen the connection between teaching professional disciplines in higher education institutions and school programs. At the end of the 1980s, one of the tasks of training primary school teachers became the development of national peculiarities and traditions (Avramenko, 2018; Skorobogatova, 2010).

Thus, during the specified period, a system of pedagogical education was built: a regulatory framework was created; types of educational institutions where primary school teachers were trained were determined; the content, educational plans, and programs of training were updated, etc. However, the standardization of training content, predominance of passive teaching methods in higher education institutions, excessive control by the

authorities, bureaucratism, formalism, neglect of national content negatively affected the training of future teachers.

STAGE V – PRIMARY EDUCATION AND TRAINING OF PRIMARY SCHOOL TEACHERS IN THE CONDITIONS OF UKRAINE’S INDEPENDENCE (1991-2015)

Primary Education (1991-2015)

With the beginning of Ukraine’s independence, intensive work started on the development of legislative, theoretical, and methodological bases for creating a national education system. «The Concept of Secondary General Education School of Ukraine (1991), the State National Program «Education» (1993), the Law of Ukraine «On Education» (1991, amended in 1996), the State Standards of General Education for an 11-year school (1998), the Law of Ukraine «On General Secondary Education» (1999), the Concept of General Secondary Education (12-year school) (2001), the National Doctrine of Education Development of Ukraine in the 21st century (2002), the State Standards of Primary Education (2000, amended in 2005, 2011), and others were approved.

During the last decade of the 20th century, both the three-year and four-year primary schools operated simultaneously. Only from September 1, 2001, did education in all primary schools of the first level become four years.

Educational tasks included the formation of subject-specific and general educational skills, particularly «learning skills». Special importance was attached to solving tasks of national upbringing and the formation of younger students’ universal, national, civic, ecological, and personal values. A characteristic feature of primary education in the 1990s was its focus on the development of the child’s personality (natural abilities and talents, national identity, self-expression), particularly through the application of humanistic technologies and the introduction of personality-oriented technology. In addition, the leading ideas and approaches of this period were:

- encouraging students to self-analyze their methods of activity, self-assessment;
- application of various forms of organizing educational-cognitive activity (individual, paired, group, collective);
- use of reference schemes, signal schemes;
- differentiation of the learning process in the lesson;
- studying educational material in larger units (blocks);
- organization of educational cooperation, etc. (Gavrylenko, 2012)

A progressive phenomenon of the 1990s was that teachers had the opportunity to choose alternative educational plans, textbooks for different types of schools, integrated courses, etc. Private schools began to actively operate, functioning as separate primary schools or being part of I-III level educational institutions, namely:

- lyceum «Grand» (Kyiv, 1988);
- childcare center «Plekalka», which became a private full-day primary school with an emphasis on foreign language learning (Kyiv, 1991);
- author’s general education school of M. Chumarna of Ukrainian content «Tryvita» (Lviv, 1991);

- school-kindergarten with an emphasis on foreign language learning «Forest Tale» (Kyiv, 1992);
- multiprofile primary private school «Athens» (Kyiv, 1994);
- secondary general education school-gymnasium of private ownership with a humanitarian direction of teaching content «Revival» (Lviv, 1995);
- private school-kindergarten «First Swallow», where the idea of creative partnership between teacher and child was realized (Ivano-Frankivsk, 1996), etc.

During this period, educators continue to refer to the theoretical foundations of the developmental teaching system, however, they do not use textbooks created by Russian scientists. The primary grades of schools in Kharkiv, Luhansk, and Mariupol actively worked according to the developmental teaching system. Ukrainian researchers of the developmental teaching system dedicated their work to increasing the motivation for educational activities and emphasized the development of the personality of young schoolchildren in educational activities (Zamashkina, 2007).

Starting from the 2000s, alternative pedagogical technologies are being introduced, expanding the opportunities for primary education seekers: «Rostok», «Intellect of Ukraine», «Rozumnyky» (Smart Kids), STEM education, etc. Measures for informatization of education and computerization of schools intensified, for example, computer science education was introduced from the 2nd grade.

According to the State Standard (2005), primary education began to be based on the principles of continuity, accessibility, scientific nature, individualization, humanization of the interconnection of teaching, upbringing, and development, shaping a new educational paradigm - the revival of the national school, child-centered approach to education.

Thus, the greatest achievements of the specified period were the development of the normative-legal framework of the national education system in general and primary education in particular; the final transition to a four-year primary school, the introduction of the State Standard of General Primary Education (2000, with changes in 2005; 2011); an increase in the number of private primary schools, alternative/author's programs, new technologies, forms, and methods of teaching young schoolchildren. Primary school began to operate on the principles of humanism, democracy, child-centeredness, and personality-oriented education.

DISCUSSION

Teacher Training (1990-2015)

At the end of the 1990s, disciplines of a national-regional component were added to the curricula of teacher training programs, and a prerequisite for curriculum development became the presence of three cycles of disciplines: socio-economic, psychological-pedagogical, and specialized training. Educational qualification levels and types of educational institutions preparing future teachers were defined as follows:

- pedagogical colleges: Junior specialist (2-4 years);
- pedagogical colleges: Bachelor (4-5 years);
- pedagogical institutes: Bachelor – Specialist (4-6 years);

– pedagogical universities: Bachelor – Specialist/Master (5-6 years) (Skorobogatova, 2010).

The principles of humanization, democratization, and national orientation became the main ones in teacher training. The traditional informative function of higher education institutions began to change into the formation of a creative personality, and informational-explanatory teaching transformed into effective teaching, the essence of which lies in the fact that students, in addition to acquiring knowledge, master methods of obtaining it.

In 2002, the State Program «Teacher» was approved, which stated that the teacher plays a key role in education, and state policy is implemented through the activities of educators. Among the outlined problems in the document, it is noted that updating the content of pedagogical education is required, including ensuring an optimal balance between professional-pedagogical, fundamental, and socio-humanitarian teacher training; emphasis is placed on the need to bridge the gap between the content of pedagogical education and the achievements of pedagogical science and practice; there is an emphasis on the need to prepare teachers to work with gifted children and children with special educational needs.

The program outlined the goal, main tasks, expected results, and specific measures (up to 2021), among which: «ensuring a variety of models and programs for acquiring pedagogical education in higher educational institutions of various types and based on different educational and educational qualification levels»; development of state standards for higher pedagogical education, etc.

In 2004, the Conceptual Principles of Development of Pedagogical Education of Ukraine and its Integration into the European Educational Space were approved, which defined the goal, tasks, justified the system of pedagogical education; educational, educational-qualification levels and qualifications; the content of pedagogical education; specified features of the organization of the educational process, etc. Thus, among the tasks of developing pedagogical education, «modernizing the educational activities of higher pedagogical educational and scientific institutions that prepare pedagogical and scientific-pedagogical workers, based on the integration of traditional pedagogical and modern multimedia educational technologies, as well as creating a new generation of didactic tools» was determined.

The practice of obtaining double specialties and additional specializations is being introduced. The curriculum includes normative and selective parts, the percentage of which gradually increases; special courses and electives appear in the curricula. The number of hours for studying disciplines of the pedagogical cycle, practical, psychological, and methodological training is increasing. The system of licensing and accreditation of higher education institutions is being formed and develop (Skorobogatova, 2010).

At the same time, the problem of applying innovative technologies and active teaching methods in higher education institutions remains relevant, which would model professional activities in primary school.

Thus, a retrospective analysis of the formation and development of primary education in Ukraine proves that the content of primary education was determined by socio-political, socio-economic, and pedagogical factors, as well as technological progress. In fact, until the 1920s, primary school remained the only accessible way to acquire elementary education: learning to read, write, and count. Reforming primary education moved towards

humanization, democratization, child-centeredness, from authoritarian to personality-oriented teaching, from a school of knowledge to a school of skills, from politicized Soviet content to nationally oriented education. Forms, methods, and technologies of teaching gradually diversified.

A challenging evolutionary path also took place in the requirements for the training of primary school teachers: from teaching assistants without specialized pedagogical education to the formation of a tiered system of primary school teacher training in Independent Ukraine.

The content, forms, and methods of professional teacher training depended on the development of psychological-pedagogical sciences, the scientific-methodical level of preparation of university instructors, and so on. Practical orientation of teacher training gradually strengthened, the portion of self-preparation of students increased, and the share of elective components in curricula grew.

CONCLUSION

The adoption of the Law of Ukraine «On Higher Education» in 2014 and the approval of the Concept for the Implementation of State Policy in the Reform of General Secondary Education «New Ukrainian School» in 2016 opened up new prospects for the further development of the system of primary teacher training. Higher education institutions faced the task of updating the content of training for future primary school teachers in accordance with the Conceptual Principles of the Reform of Secondary Education «New Ukrainian School»; there was an increased need for practice-oriented training of students and the search for mechanisms for its organization; the necessity of implementing the educational process based on competency-based and activity-based approaches was emphasized, which should be harmonized with European experience.

The specific features of primary education in the defined sixth stage (2016 - present) and the system of teacher training in the conditions of the New Ukrainian School are perspectives for our further research.

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