

# *Retraining of Teachers of Republic of Tatarstan in Late 50s – Early 60's XX century*

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**Abstract**—At the moment, there are significant changes in the state policy in the field of education, which is caused by a change in the orientations of social development and is expressed in outward changes in the priorities of education, the emergence of modern, innovative educational institutions. In the Russian Federation, historically, various forms of teacher retraining have developed, which have evolved along with changes in the education system. The article analyzes the forms and methods of training pedagogical staff by the example of a single subject of the Russian Federation - the Republic of Tatarstan. This period was marked by the reform of the national education system in 1958-1964. The purpose of the article is to show how the socio-economic processes taking place in the society caused changes in the system of professional development and retraining of teachers in a separate region of Russia - the Republic of Tatarstan.

**Keywords**— *teachers training in Russia; Republic of Tatarstan; professional development; Teacher Retraining Institute; school polytechnic training.*

## I. INTRODUCTION

In the field of education, there have always been, and probably will be, "ever-green problems" on the effectiveness of solving ones the state and prospects for the development of this sphere depend. One of them is the problem of teaching. The system of raising the level of professional skill of educational personnel is called upon to solve national tasks such as innovative development of the industry, stimulating the research activity of teachers, qualitative renewal and modernization of the entire educational process, so that the education system meets the requirements of the time, contributes to the solution of those tasks that the state sets before science, production and other branches of the economy.

Tatar Autonomous Soviet Socialist Republic (TASSR, Tatariya), existed since May 27, 1920, to August 30, 1990, was one of the most dynamically developing regions of the country, both in industrial and agricultural terms.

In the 1920s the bodies of education management of the Tatar Autonomous Soviet Socialist Republic, in the conditions of transition to restoration of the national economy destroyed by the Civil War, began to introduce more purposefully the

principles of a single labor school into the practice of school education, which, in turn, required the intensification of efforts to retrain teachers [10]. In 1928, the Tatar branch of the Institute for Advanced Training of Teachers was created, which undoubtedly contributed to the successful implementation of universal primary education for school-age children, prepared the necessary conditions for the transition to universal compulsory seven-year education in the 1930s of the XX century [7].

During the Great Patriotic War, despite the fact that the territory of the republic was not the object of military operations, every second of the 700,000 Tatarstanis who went to the front was killed. The staff potential of schools has significantly decreased. In the postwar period, the economic and social course of the state was conditioned by the need to eliminate the consequences of the destroyed national economy, the development and modernization of industry, which in turn necessitated the prompt training of personnel for industrial enterprises. In the cities of the republic, there was an acute shortage of workers in the newly opened enterprises. The task of replenishing the personnel potential for the work of industrial enterprises was closely intertwined with the work of the entire education system, including the school system.

As it is noted by foreign authors, in the post-war Soviet state there were a number of factors affecting the development of the whole country and the educational system: the shortage of school buildings; acute shortage of teachers; a large number of teenagers left school for various reasons and started working to feed their families; the presence of an adult population who had only primary education.

In spite of financial difficulties, in 1949 the state body initiated compulsory seven-year training, which was implemented by 1953. By the end of the forthcoming five-year plan (1951-1955) it was expected to move from compulsory 7-year to 10-year education in the capitals of the republics and major cities, to introduce polytechnic training in secondary schools, which was accompanied by the introduction of an additional year into the educational process [9, p. 71].

In this paper, we will analyze one of the most interesting periods of Russian history, N. S.Khrushchev's period of thaw, from the point of view of the development of education reforms by the example of an individual subject of the Russian Federation, the Republic of Tatarstan, to reveal the level of education of teachers, the main trends in the development of forms and methods for improving the qualifications of teachers. This is the period of reform of the Russian (Soviet) school in 1958-1964.

## II. METHODOLOGY

The work used general scientific and special research methods: theoretical analysis and synthesis of information obtained from scientific and pedagogical, cultural, historical sources, as well as archival materials related to the activities of the institutions of the system of professional development of teachers of the republic; comparative-historical method in analyzing the forms, methods and content of upgrading teachers' cadres in Tatarstan in the mainstream of all-Russian trends in advanced training; statistical method when processing digital material; chronological-thematic in the historiographic review and analysis of the material under study.

## III. RESULTS AND DISCUSSION

### A. *The need for restructuring of school education*

After coming to power N. Khrushchev decides to reform the education system in order to adapt it to the tasks of its economic and social policy. In the field of agriculture and industrial production, the country faced the problem of a shortage of qualified technical personnel due to the fact that most of the graduates of the secondary school began to strive for continuing studies in higher education institutions, that is, it was required to increase the prestige of vocational education and to return young people to those specialties that were necessary for the development of the country's economy [8]. To the same tasks, the problem of upbringing was added: worried that parents refuse to send their children to applied specialties, Khrushchev wants to "strengthen the link between school and life," that is, between production and manual labor. In the newspapers for September 21, 1958 N. Khrushchev outlines the crisis of the general education system, conducts its diagnosis and proposes two radical measures: the replacement of the two senior classes by the evening school and the duty to work two years before entering university. In general, these measures are well characterized by the rhetorical question of the Moscow correspondent of the French newspaper *Le Monde*: "To reform education, should it be abolished?" [3]. The latter circumstance did not yield positive results the proposed system of education only worsened the general education of schoolchildren, without giving them professional skills.

As already indicated, in the republics of the USSR in the middle of the twentieth century, the institutes for the improvement of teachers' qualification (IYY) acted as structural units of a single all-union system of retraining personnel for schools, studying and generalizing the best accumulated methodological experience. It was the IYY who

retrained teachers for working in new conditions, conducting various kinds of seminars, course events of different duration, as well as conferences, consultations, meetings of regional and republican methodological associations.

By the way, the turn to polytechnic education in the practice of training has clearly been outlined earlier, since the late 1940s. Teachers' training in polytechnics was carried out primarily at the organized IYY jointly with the Ministry of Education in short-term courses. For example, in Tatarstan, in 1953 and 1954, teachers of physics, chemistry and biology were first invited to study the basics of energy and engineering, chemical technology and agricultural production. In addition, in the process of the current methodical work of the TIYY, at the meetings of the methodological associations, for the teachers, plans for production excursions were developed, visual materials were prepared and an exchange of experience on the issues of polytechnic training was held [14].

According to archive data, in the Tatar Institute of Teacher Improvement (TIUU) (Kazan) in 1955-56, a variety of courses were attended by 2,594 people, and 3,629 people participated in the seminars [15, P. 808]. All the classes at the courses of teachers of physics, chemistry, biology, geography, heads of workshops on engineering science were subordinated to the task of training teachers for the implementation of polytechnic training in school. The ideological component of the teacher's training was considered compulsory at the courses. However, as we see from the curriculum of course events for teachers of physics, about 80% of all classes took a practical course of teaching the basics of the subject.

TABLE I. CURRICULUM OF THE COURSES OF PHYSICS TEACHERS WORKING IN THE IV - X CLASSES OF SEVEN-YEAR AND HIGH SCHOOLS FOR THE 1956-57 SCHOOL YEAR

Course name	total	lectures	seminars
1.The Twentieth Congress of the Communist Party of the Soviet Union	12	12	-
2. Questions of pedagogy	10	10	-
3. Some Problems of Modern Physics	10	10	-
4. Fundamentals of Electrical and Mechanical Engineering	84	28	56
5. Questions of the methodology of teaching physics	50	20	30
6. Basic questions of astronomy teaching methods	4	4	-
7. Workshop on the manufacture of simple homemade devices in physics	18	4	14
8. Fundamentals of school hygiene	8	8	-
9. Fire-fighting technical school	4	4	-
Total	200	100	100

The studies were linked with the study of industry and agricultural production and the latest achievements in science and technology. A great place in the curriculum was occupied by practical and laboratory exercises [2].

### B. *Reorganization of the system of professional development of pedagogical personnel in the post-reform period*

According to archival documents, the teaching of Tatarstan was tasked with the creative restructuring of the educational process. Studies have begun to improve the effectiveness of the lesson. The movement for the development of cognitive

activity and the independence of students encompassed more and more teachers' groups. Research is based on the development of theory and practice of problem-based learning. An order was issued by the Ministry of Education of the RSFSR (December 1958) with instructions to the Ministry of Education of the Tatarstan Republic and personally to Minister M.K. Makhmutova "to involve teachers more actively in the development of active questions of the lesson technique in the direction of the all-round development of the students' independence and creative initiative, take the necessary measures to strengthen the material base of the secondary school No. 27 in Kazan, unite the efforts of the Moscow State Pedagogical Institute (rector Kireev N.P.) and Kazan Pedagogical Institute (Tuishev Yu.A.) scientific teams of pedagogical departments to expand research work in schools in Tatarstan [6].

Only for the period from 1958 to 1972 with participation of the TIUU on the results of studies on the theory and practice of problem training, eight republican scientific and practical conferences were held with the publication of collections of articles. For example, in June 1958, a scientific and practical conference was held in Kazan with the participation of representatives of the schools of Tataria and other autonomous republics of the Volga region (Chuvash, Mari ASSR, Ulyanovsk, Orenburg region, etc.), at which reports of secondary school teachers were heard and discussed No. 27 and No. 85 in Kazan and the scientific staff of Moscow State Pedagogical University named by Lenin on the topical issues of the educational process. The main problems: increasing the effectiveness of the learning process; overcoming the overload of pupils with homework, the combination of independent work of students in school and at home; types and nature of independent work of students in the lesson and others. A number of structural changes followed. In the 1950s - 1960s in the TIUU, the offices of evening schools, boarding schools, educational work, leading cadres were opened; a little later - technical means of teaching, advanced pedagogical experience, and others. There are new forms of teacher training: schools of excellence, pedagogical readings [4, p. 318].

In total, from 1958 to 1961, in the courses at the Tatar Institute for the Improvement of Teachers, 6,519 teachers of the 1st to 4th classes improved their qualification, teachers of 5-8 classes – 3,069, 9-10 classes – 1,155 people [5, P. 123].

#### *C. Accounting for the regional specifics of the economy in the organization of teacher training*

It should be noted that the 1950- 60 s for the economy of Tatarstan, this is a high rate of industrial growth. The intensive growth of heavy industry, enterprises of the military-industrial complex, which were part of the Kazan-Zelenodolsk industrial hub, where scientific and technical progress was being made, design and technology bureaus were created.

Depending on the industrial environment of the school, the passage of industrial training was distributed among various enterprises and organizations. As for the regional industrial specifics, the polytechnic schools of the southeast of the TASSR in the process of labor training, mainly focused on

oil professions. In 79 secondary schools of Tatarstan, industrial training was conducted in 68 specialties. The main ones are livestock keepers, zootechnicians, masons, combine harvesters, rabbit breeders, laboratory chemists, turner-generalists, seamstresses, toolmakers, tractor drivers, gardeners and many others. In the spring of 1960 the first graduation from eleven-year schools was made. In total, the republic completed a full secondary school with a certificate of maturity and occupation of 459 people [4].

In connection with the transition to universal compulsory eight-year education, special attention was given to the courses conducted by the University for the Advanced Training of Teachers, which was aimed at improving the qualifications of teachers working in the senior classes. In the written report, the Cabinet of Chemistry of the TIUU requests to declare gratitude and mark the badge of the "Excellent worker of public education" by associate professors of the departments of inorganic chemistry of Kazan Chemistry and Technology Institute Aristov N.S., associate professor of the plastics department Prokhorov I.P. and others [2].

#### *D. Introduction of new types of courses in the process of retraining of teachers*

In connection with the extensive development of boarding schools in the early 1960s, a great deal of attention was paid to courses and seminars for directors and tutors of boarding schools on the organization of work on the study and dissemination of positive experience in teaching and educational work, aesthetic education and pioneering work. The regulation of the boarding school, the internal schedule and the regime, the care of the teacher in preparing the homework, the role of traditions in the children's collective were studied. The cadets (the so-called teachers who are taking course training) were present at pioneer gatherings in mass schools, at the events of the Palace of Pioneers [12].

Differentiation of education deepened further in the early 1960s. Thus, for the teachers of eight-year schools in the 1961-62 academic year, 12 types of courses were organized, for teachers of 9-11 grades - 8 types of course activities (Russian, German in Tatar schools, mathematics, physics, chemistry, the bases of agricultural production, the bases of political knowledge, machine science, etc.) [12, p. 7]. According to the reports of the employees-methodists of TIUU, at the courses a lot of attention was paid to the practical speaking teachers, expanding themes necessary to work with the students. For the first time cadets were introduced to the use of technical means in the lesson, methods of work with a tape recorder, overhead projector and filmstrip were shown [14].

#### *E. Development of public universities of the teacher on the basis of higher educational institutions*

In 1962, the public university of the teacher was created, which included five faculties: the mathematical (based on Kazan State University), the physical (based on the aviation institute), the biological (based on KSU), the chemical (based on Kazan Chemistry & Technology Institute), the philological (based on Kazan Teachers' training Institute). The term of

study at the public university was 2 years. Classes were held once in two weeks for 6 hours. The curricula and programs of the faculties provided for the development of teachers' qualifications in terms of both the theoretical and theoretical course and practical training. In June 1964, 225 people graduated from this university, and in the same year, 350 teachers were accepted for the first year [12].

In connection with the fact that educational work was one of the most important components of the entire educational process, in the academic year of 1964/65, the TIUU for the first time conducts courses for class leaders (117 people), which included music culture, fine arts, pedagogy, psychology, the planning of educational work, the use of technical means of educational process. The best specialists of the Kazan State Conservatory, employees of creative unions, teachers of music and art schools were employed as teachers and lecturers [11].

It should be noted that in the conditions of the autonomous republic special courses are organized for pedagogical staff of national schools, interregional courses for teachers of Tatar schools. Lecturers conduct lessons for teachers in their native language, TIUU publishes manuals for students of courses [16].

#### IV. DISCUSSIONS

The reform of 1958, as now evident, met the professional hopes and aspirations of the teaching staff, weakened (although not canceled) the regulation of their activities in the choice of forms and methods of instruction. Union, republican, local press willingly promoted all the beginnings of pedagogical innovators. In the theoretical development of the possibilities for the development of the cognitive activity of students in the 50s and 60s some famous scientists from Kazan joined: M.I. Makhmutov, M.I. Enikeev, I. I. Malkin, N.A. Polovnikova. R.V. Shakirov in his studies emphasizes the peculiarities of the "Kazan school", which consisted in the intensified implementation of the principle of developmental learning, when the very logical structure of the lesson stimulates various forms and methods of analytical and synthetic activity.

On the one hand, following the reform N.S. Khrushchev abandoned the model of secondary school, introducing compulsory education into 8 classes and the subsequent 3 years of the labor school. Thus, the Secretary General should bring the school closer to real life, but achieved only a general decline in academic performance. The reform was abolished in 1966.

#### V. CONCLUSIONS

The reform that began in the USSR in 1958 in the sphere of education proved, on the one hand, very timely for the emerging system of training personnel for the industry of Tatarstan. Transformations were aimed at bringing the school closer to production. Polytechnics of educational institutions provided for the preparation of students for future professional activities. The introduction of new curricula containing labor disciplines, the retraining of the pedagogical staff and the

creation of an appropriate material base, contributed to the informed choice of the students of the future profession, the mastering of skills in the workplace. On the other hand, the absurdity of many of the measures undertaken soon became apparent, and in August 1964 the term of industrial training after the 8th grade was reduced from three to two years. Thus, the school became not 11-year-old, but 10-year-old.

In the 50-70s of the XX century structural changes were actively carried out in the institutes of the improvement of teachers (IUU), taking into account the new needs of the school: classrooms (cabinets) of evening schools, boarding schools, educational work, and leading cadres were opened. At the same time, new organizational forms of professional development appeared: schools of advanced pedagogical experience, republican and regional pedagogical readings [11, P. 87].

The value of historical experience lies in the fact that its analysis allows us to take the valuable, worked-out that was available in the Russian education system, improving, modernizing the system of professional development, taking into account all the mistakes and miscalculations. The process of modernization of the system of professional development of teachers has always been caused by the changes taking place in Russia in all spheres of society's life. The change in the economic and social life of the country, changing the goals of the education system has always changed the goals, tasks and functions of the system for improving the qualifications of teachers, the structure and content were updated. Our research allows us to draw the following conclusions:

- 1) Russia has a half and a century traditions in organizing various forms of teacher training and retraining.
- 2) The process of development of the domestic system of professional development is inextricably linked with the improvement of school education
- 3) The main directions of the system of teacher training in Russia are updating the subject knowledge of teachers; training in new techniques; information on the publication of new scientific and methodological literature; textbooks, curricula, changes in the regulatory framework; mastering of information technologies by teachers, used in educational process, certification of pedagogical staff.
- 4) In Tatarstan the process of developing a system of upgrading the qualifications of pedagogical cadres, as well as in Russia as a whole, adapting it to new conditions in the 1950s and 1960s significantly accelerated. The task of implementing the transition to universal secondary education for young people required not only deepening the theoretical preparation of the teacher, but also mastering him the experience of creative activity, actively including in creative searches. The content of the refresher courses is updated. An important role at this time begins to play public forms of professional development of teachers: people's universities, education workers' homes, public teacher's university. In the same period, work was begun in the all-Union plan to upgrade the skills of leading cadres at the republican levels of public education management.

5) In the republic there was a large number of teachers who taught their native language, as well as working in national schools, where instruction was in the Tatar language. Directing of re-training of this category Tatar Institute of Teachers' retraining(TIUU) fully assumed.

6) Gradually, TIUU from the teaching and methodical centre turned into a scientific and methodological one. Annually, quantitative and qualitative growth of all components of the system of professional development of teachers of the republic was observed, the names and types of courses were updated, and the number of courses was increased.

Modern theories of education and pedagogical activity converge in one: without the high professionalism of the teacher, his subjective, authorial position, the educational demands of Russian society can not be realized. The teacher should be ready professionally, and also psychologically become the main subject of the renewal of education. Therefore, in modern conditions, there is a need for a productive, adaptable to rapidly changing conditions, flexible, operational, conforming not only with republican but also regional needs for the development of general education, the system of training and professional development of teachers.

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