



**Інна Стражнікова,**

доктор педагогічних наук, професор кафедри педагогіки

та освітнього менеджменту імені Богдана Ступарика,

Прикарпатський національний університету імені Василя Стефаника (м. Івано-Франківськ, Україна)

**Inna Strazhnikova,**

Doctor of Pedagogical Sciences, Professor, Professor of the Department

of Pedagogy and Educational Management after Bohdan Stuparyk,

Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

*inna.strazhnikova@pnu.edu.ua*

ORCID: 0000-0001-5921-6197

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## РОЗВИТОК ЗМІСТУ ПІСЛЯДИПЛОМНОЇ ПЕДАГОГІЧНОЇ ОСВІТИ В ЗАХІДНИХ ОБЛАСТЯХ УКРАЇНИ ДРУГОЇ ПОЛОВИНИ ХХ – ПОЧАТКУ ХХІ СТОЛІТТЯ

**Анотація.** Стаття присвячена проблемі змісту післядипломної педагогічної освіти в західних областях України другої половини ХХ – початку ХХІ століття. Педагогічна робота є покликанням, проте результативність цієї професійної діяльності не може обійтися без неперервної освіти та особистісної спрямованості вчителя на саморозвиток і самовдосконалення. Післядипломна педагогічна освіта – це частина неперервної освіти, якій притаманна певна специфіка, спрямована насамперед на задоволення потреб педагогів в необхідних знаннях і вміннях. У Національній доктрині розвитку освіти зазначено, що саме вища та післядипломна освіта мають забезпечити суспільні та індивідуальні потреби педагогічних працівників відповідно до світових тенденцій розвитку неперервної освіти.

Докорінні зміни в соціально-економічних умовах життя нашого суспільства, постійне оновлення змісту освітнього процесу, поява нових педагогічних ідей, підходів, технологій, методик, зростання науково-методичної інформації, поява нових технологій і форм навчання актуалізує потребу українських педагогів у післядипломній освіті задля подолання розриву між модернізацією освіти та досвідом попередніх поколінь. У статті здійснено історико-педагогічний аналіз розвитку змісту післядипломної освіти в західних областях України другої половини ХХ – початку ХХІ століття.

Розкрито наукові інтерпретації еволюції основ змісту післядипломної освіти в дослідженнях означеного періоду. В історіографічному контексті висвітлено особливості організації діяльності інститутів післядипломної освіти відповідно до чинного законодавства. Простежено перехід від фрагментарного педагогічного вдосконалення до системного професійного розвитку вчителів, про що свідчить аналіз методів, форм, прийомів організації кваліфікаційного вдосконалення вчителів, з огляду на розвиток змісту педагогічної освіти на території Західної України другої половини ХХ – початку ХХІ століття.

**Ключові слова:** професійний розвиток, неперервна освіта, післядипломна освіта, зміст освіти, розвиток освіти, підвищення кваліфікації, західні області України.

## DEVELOPMENT OF THE CONTENT OF POST-GRADUATE PEDAGOGICAL EDUCATION IN THE WESTERN REGIONS OF UKRAINE IN THE SECOND HALF OF THE 20TH – BEGINNING OF THE 21 ST CENTURY

**Abstract.** Pedagogical work is a vocation, but the effectiveness of this professional activity cannot be achieved without continuous education and the teacher's personal orientation towards self-development and self-improvement. Postgraduate teacher education is a part of continuing education, which is characterized by certain specificity, aimed primarily at meeting the needs of teachers in the necessary knowledge and skills. The National Doctrine of Education Development specifies that higher and postgraduate education should meet the social and individual needs of educational workers in accordance with global trends in continuous education development.

Profound changes in the socio-economic conditions of our society, constant updates in the content of the educational process, emergence of new pedagogical ideas, approaches, technologies, methodologies, the increase in scientific and methodological information, and the introduction of new teaching technologies and forms highlight the need for Ukrainian educators in postgraduate education. This is essential for bridging the gap between the modernization of education and the experience of previous generations. This article provides a historical and pedagogical analysis of the development of postgraduate education content in the western regions of Ukraine from the second half of the 20th to the beginning of the 21st century.

**Keywords:** professional development, continuous education, postgraduate education, education content, education development, qualification improvement, western regions of Ukraine.



## INTRODUCTION

**The problem formulation.** The main aspects of postgraduate education development for pedagogical workers have been studied by L. Berezivska, O. Voznyuk, V. Dyvak, I. Ziaziun, S. Krysiuk, V. Kuzmenko, V. Russol, L. Sihaieva, O. Sukhomlynska, L. Sushchenko, L. Tymchuk, N. Chepurna, and others.

Definition of the issue of qualification growth for pedagogical staff in the postgraduate education system has been the subject of discussions in periodicals, indicating significant interest of domestic scientists in the problem. However, the insufficient study of this issue within the territory of Western Ukraine from the second half of the 20<sup>th</sup> to the beginning of the 21<sup>st</sup> century is noted. But in order to avoid mistakes in the development of the education system – it is necessary to appreciate not only modern achievements, but also use the experience of the past.

## AIM AND TASKS OF THE RESEARCH

**Purpose of the article:** to characterize the progress in the development of postgraduate education content for pedagogical workers based on the analysis of scientific sources, archival documents, educational legislation, and to identify the prospects of experience in the modern educational space.

Objectives of the study:

- analyze the state of research on the problem in scientific literature;
- reveal changes in the system of postgraduate education development for teachers in the western regions of Ukraine during the researched period based on retrospective and comparative analysis;
- identify factors that negatively influenced the development of postgraduate education content for teachers in the western regions of Ukraine from the second half of the 20<sup>th</sup> to the beginning of the 21<sup>st</sup> century;
- highlight positive trends in the development of postgraduate pedagogical education in the western regions of Ukraine during the researched period.

## RESEARCH METHODS

To achieve the research tasks, the following methods of scientific and pedagogical research were used: theoretical analysis, systematization, generalization for identifying materials on the researched problem; historical and pedagogical analysis of pedagogical and scientific-methodical literature for analyzing historical trends in the development of postgraduate education content for teachers in Western Ukraine from the second half of the 20<sup>th</sup> to the beginning of the 21<sup>st</sup> century; retrospective analysis to reflect the nature of the evolution of postgraduate education content for pedagogical workers; historical-comparative analysis to elucidate common and distinctive features of the development of postgraduate education content for teachers in Volyn, Zakarpattia, Ivano-Frankivsk, Lviv, Rivne, Ternopil, and Chernivtsi regions.

## RESULTS OF THE RESEARCH

One of the components of continuous pedagogical education is postgraduate education, tasked with the formation, development, and improvement of the country's pedagogical staff. Postgraduate education specifically ensures long-term competencies for teachers, allowing them to remain competitive professionals in the job market.

Considering the significance of postgraduate education, we can observe multiple attempts to reform it, corresponding to the reorientation amid educational changes overall.

In the post-war years of cultural and educational revival in Ukraine, the circumstances were challenging. Despite the difficult socio-economic situation, the pre-war school network was restored, and the activities of pioneer and Komsomol organizations were resumed. Evening and correspondence forms of education gained popularity in higher education institutions. During this time, educators did not have easy access to an information system that could timely convey materials on innovations and reform processes. Teachers often lacked the necessary education and specialized knowledge and were unaware of the developments in the educational sphere at legislative and substantive levels. Therefore, the restoration of the activities of teacher qualification improvement institutes (IUKV) in the western regions of Ukraine in 1944-1945, particularly in Volyn, Zakarpattia, Stanislav (now Ivano-Frankivsk), Lviv, Rivne, Ternopil, and Chernivtsi regions, was of great importance. The main task of IUKV, after its restoration, was to address the personnel problems since there was a critical shortage of qualified teachers in the region. The institutes were also supposed to contribute to the professional development of educational workers, study, summarize, and disseminate advanced pedagogical experience.

In December 1958, the Soviet Union adopted the law «On Strengthening the Connection of the School with Life and the Further Development of the System of People's Education in the USSR», and in 1959, a corresponding law was adopted in Ukraine (in effect until 1974) (Zbirnyk zakoniv Ukrainskoi RSR i ukaziv Prezydii Verkhovnoi Rady Ukrainskoi RSR 1938-1973, 1974). A strategic direction in school work was the technologization of education and the strengthening of the school's connection with production. This included structural reconstruction of the general education school, the introduction of an eight-year mandatory term of study, and the transformation of ten-year secondary schools into eleven-year ones. The experience of conducting some classes in enterprises, collective farms, and state farms was gaining popularity. Student production brigades of various profiles were established. However, the Soviet leadership faced several obstacles, including a lack of qualified teachers, chronic funding shortages, and the inability to provide the material and technical components of polytechnic education. These factors led to the abandonment of production training in schools (Strazhnikova, 2015).

Thus, the work of IUKV was focused on organizing and conducting seminars, lectures, and meetings for various groups of teachers. Closer to the 1950 s, IUKV began implementing a system of course preparation, providing advisory support to teachers, and organizing class teacher meetings for the exchange of experience (Basarab, 2021, p. 14-15). However, special attention in teacher preparation was given to familiarizing and promoting Soviet teaching methods, where ideological education prevailed over specialized training (Drohobyt'skyi, 2009).



During the 1970 s and 1980 s, public education, which formed the basis of Ukrainian culture and spirituality, continued to undergo experimentation, politicization, and adaptation to the needs of communist construction.

In 1972, the Central Committee of the CPSU and the Council of Ministers of the USSR adopted a resolution «On approving the transition to general secondary education for youth and the further development of the general education school», (Zbirnyk zakoniv Ukrainskoi RSR i ukaziv Prezydii Verkhovnoi Rady Ukrainskoi RSR 1938-1973, 1974), defining the features of the educational process in the following years. The task of schools was to provide secondary education to every citizen of the country regardless of the educational needs or desires of the learners. Mass education of Soviet people led to a negative impact on the quality of education, accompanied by rote memorization, which teachers actively fought against despite meager salaries and additional public duties.

In the 1970 s and 1980 s, the use of the Ukrainian language in schools in Western Ukraine was narrowing, and educational legislation (Law of the Ukrainian SSR «On Public Education», Article 26) stated that «students of a general education school are provided with the opportunity to study in their native language or the language of another people of the USSR» (Liubar, 2003, p. 496-509). Parents or legal guardians had the right to choose a school with the desired language of instruction for their children. In addition to the language of instruction, students could study the language of another people of the USSR, undermining the dignity of Ukrainian schools and complicating the work of teachers who genuinely supported the development of Ukrainian education.

Regarding the professional development of educational workers, according to the Law of the Ukrainian SSR «On Public Education» (1974-1991), it was carried out in higher education institutions, teacher improvement institutes, qualification enhancement institutes, research institutions, advanced enterprises, and qualification enhancement courses (Liubar, 2003, p. 496-509). During this period, the focus was on increasing the theoretical level of professional readiness to teach subjects and instilling a Marxist-Leninist materialistic worldview in teachers. Postgraduate education was an integral part of continuous education but was considered additional in terms of legislation, with priority given to basic higher education. Positive changes during this period included the formation of pedagogical professionalism, the development of teacher creativity, the inclusion of psychological knowledge in training, and the development of scientific and methodological work in schools (Krysiuk, 1995).

The organization of scientific and methodological work in general education schools was always accompanied by particular relevance, serving as one of the leading organizational forms of group work in the system of professional development of educational workers (O. Tsybaniuk, 2020). Teachers had the opportunity to familiarize themselves with the achievements of pedagogical science, share advanced pedagogical experience, deepen methodological knowledge and skills, learn about new programs and textbooks, and enrich their spiritual potential.

On May 23, 1991, the Verkhovna Rada of the Ukrainian SSR adopted a new Law of the Ukrainian SSR «On Education», where Article 25 stated: «In the Ukrainian SSR, a single structure of the education system is established, which includes: preschool education, general secondary education, vocational education, higher education, and postgraduate training» (Zakon Ukrainskoi Radianskoi Sotsialistychnoi Respubliky Pro osvitu vid 23 travnia 1991 roku, 1991). With the adoption of this legal document, postgraduate education gained significant social importance, serving as «specialized improvement of education and professional training through deepening, expanding, and updating knowledge, skills, and abilities based on previously acquired higher education (specialty) or vocational-technical education (profession) and practical experience».

Today, postgraduate education is not limited to professional improvement, self-affirmation, and the development of pedagogical mastery. Instead, it follows the principles of continuity, has a proactive character, and ensures the professional and general cultural development of the teacher. Personality-oriented education and the practical implementation of new approaches to professional development allow teachers to flexibly and purposefully consider the personal qualities of educational staff and timely raise the level of their acquired qualifications. This postgraduate education model focuses on forming the creative personality of the specialist and adheres to the following principles:

The principles outlined for the reform of postgraduate pedagogical education encompass various dimensions:

- Personality Orientation: Recognizing the individuality and uniqueness of each teacher.
- Creative Development: Creating conditions for the creative development of educators.
- Practical Orientation: Accompanied by the formation, based on deep theoretical knowledge, of practical-methodical skills.
- Openness, Flexibility, Dynamism: Oriented towards using different forms of work during and between courses, considering the needs, opportunities, interests, and rights of teachers.
- Centralization and Decentralization: Focused on the optimal choice by course participants of the place, content, methods, and forms of professional development during and between courses.
- Activity and Independence: Requires the development of an objective-subjective position in using methods and forms of continuous education, combined with self-education.
- Scientific Research Activity: Aimed at developing creativity in teachers and establishing motivation for scientific research activity.
- Humanization and Democratization: Aimed at overcoming the authoritarian style of postgraduate education organization and democratizing relationships among participants in the educational process.
- Continuity and Prospects: Accompanies the entire process of postgraduate education, involving the analysis of achievements at certain stages.

Reforming postgraduate pedagogical education serves as a guarantee to meet the state's needs for highly qualified, competitive, and versatile professionals. On one hand, it addresses the demands of the country by ensuring the availability of skilled experts. On the other hand, education becomes a tool for the development of individuality and personality within



a person, guiding their vision for life and professional prospects. It fosters self-awareness and an understanding of one's societal significance.

### CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

In the second half of the 20th century, the activities of postgraduate education institutions were restored. The primary goal of pedagogical staff's professional development was their ideological and political preparation, while the enhancement of professional qualifications took a secondary role. The influence of the communist regime did not contribute to the effectiveness of teachers' professional development. The constant control by government authorities over educators' activities did not motivate creativity or initiative. Consequently, the educational system during this period was directed towards fulfilling state orders, accompanied by the peculiarities of political, economic, ideological, and social development at different times. The resolution of conceptual and methodological issues in postgraduate pedagogical education entirely depended on the overall development of education and the country.

For the contemporary effective development of postgraduate pedagogical education, various approaches to organizing training are characteristic. It is crucial to identify and preserve all the positive aspects developed in previous years and supplement them with modern technologies and progressive European experience. This is how we envision the prospects for further research.

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