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**Features of introduction of new forms and methods of educating in the teaching institutes of Ukraine in 1907-1917th.**

The study period is interesting because at the beginning of the twentieth century has seen the evolution of not only the content but also the forms and methods of pedagogical process in higher pedagogical education. By order of the Minister of national education dated 28 July 1907 pedagogical councils of the teacher training institutes was given the right of choice to hold lectures or the established system.

Pedagogical institutions were not inclined to the lecture method in its purest form, while combining, integrating several methods. The lecture method was considered inadvisable in the preparation of future teachers. Institute teachers were aimed to find the ideal method to teach students which were seen in the combination of lecture and discussion in class and others.

Inalienable part of training future teachers had practical lessons. Special value at teaching in teacher training institutes had independent work which allowed mastering a large volume of educational material from the course at a small amount of audience hours. As a rule, students’ home and class written works offered to from all objects.

The analysis of the practical constituent of the professional pedagogical training of teaching institutes proved that it had come by true on sound theoretical basis. Thus, the principle of unity of theoretical and practical training was observed. Practical component included: pedagogical and museum practice, educational excursions, organizational and social-sanitary activity. Pedagogical practice included three stages: preparation, active and passive practice.

Thus, becoming and development of higher pedagogical education in Ukraine in 1907-1917 organically related to the improvement of traditional and development of new forms and methods of studies in teaching institutes. These changes are directly related to the improvement of the lecture departmental teaching, introduction of new types of practical lessons and development of independent work of students. An important place in these transformations was occupied by the practical constituent of professionally-pedagogical preparation of students.