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Ministry of Education and Science of Georgia
Akaki Tsereteli State University

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Teona Murgulia

**Education and Pedagogical Thinking of Georgia in
1918–1921**

Theory and History of Pedagogy

AN ABSTRACT

**From the presented dissertation for obtaining the academic degree
of Doctor of Education**

Kutaisi
2018

The work has been conducted at the Department of Pedagogics of Akaki Tsereteli State University

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Address: Block I, Room 1114, 59 Tamar Mepe St., Kutaisi, 4600.

The dissertation will be available from the scientific library of Akaki Tsereteli State University.

The abstract was sent on 15th January, 2018.

**The secretary of the Dissertation Board
of the Faculty of Pedagogics at Kutaisi Akaki Tsereteli
State University Professor:**  **Giorgi Berdzulishvili**

General Overview of the Research

The significance of the theme. The field of pedagogical research involves interdisciplinary space. It is organically related to the issues of the history of pedagogy, upbringing, education and school studies. It comprises present as well as past experience and future perspectives.

The study of the pedagogical heritage of the past has been and will always be an important subject of research, especially because scientific approaches to the pedagogical process have never been homogeneous. The reality was sometimes hidden by an ideological approach to the issue. A number of documents were destroyed, especially the ones reflecting the reality of 1918-1921, which resulted in vague opinions about the processes of the development of the pedagogical thought and practice of this period.

The changes in the modern society have encouraged the specialists of the history of education to comprehensively study and generalize the history of the development of education in Georgia in 1918-1921, based on modern standards and demands, without considering party interests different from the period of the Communist rule. Consequently, the historical truth about the development of the processes of upbringing and teaching will be revealed, providing the opportunity to properly analyze and share the schooling policy at the present stage and to determine the scientific ways of solving the problem.

The government of the Democratic Republic of Georgia ruled the country for only 3 years and during this short period they managed to introduce significant cultural and educational reforms for the nation.

In 1918 the first independent democratic republic took important measures for nationalization of education and science by addressing the issues of teaching in the native language, new teaching methods, didactic principles of teaching, school management, school network, publication of Georgian language textbooks, spread and development of pedagogical and didactic ideas. In February, 1921 sovietization of Georgia by Soviet Russia, i.e. the overthrow of the legitimate government through the coup, created new circumstances in the educational system.

In this regard, interesting and significant works on the issues of Georgian pedagogy have been published by S. Sigua, L. Botsvadze, D. Uznadze, M. Zandukeli, N. Sirbiladze, G. Sakariskedeli, T. Sarishvili, T. Khundadze, Z. Kiknadze, I. Chkuaseli, N. Berulava, G. Mchedlidze, P. Vachridze, A. Go-

bronidze, U. Oboladze, D. Gurgenidze, G. Kiknadze, B. Kiziria, I. Gendzekhadze, L. Tavdigiridze, M. Akhvlediani, I. Basiladze, M. Magradze, A. Nikoleishvili, O. Nishnianidze, N. Modebadze, N. Sokhadze, D. Chumburidze, S. Panchulidze, L. Gabunia, etc. The works deal with the issues concerning the whole country, giving us an opportunity to form a generalized view and to study and analyze the educational problems of the aforementioned period in relation to the theme of the research. Nevertheless, we believe that up to the present period the history of the development of the Georgian pedagogical thought of 1918-1921 has not become the subject of separate comprehensive study.

The scientific and archive documentary materials on the education of 1918-1921 are studied and analyzed in the dissertation. These materials are preserved in the Central Historical State Archive of Georgia, Central Archive of Contemporary History, Kutaisi State Archive, National Parliamentary Library of Georgia, Kutaisi Central Scientific Library and the library of Kutaisi State Historical Museum named after N. Berdzenishvili.

The significance of the theme is also based on the fact that the educational reform which has been implemented since 1991 is becoming more and more important in the light of the ongoing current state progress. The reform has been implemented at several stages, though we cannot consider it completely efficient. It can be assessed as just a departure from the Soviet educational and ideological space. Today our country needs an educational system which will be based on traditional national grounds and, at the same time, will meet the international educational standards.

Therefore, the theme selected for the dissertation: **"Education and Pedagogical Thinking of Georgia in 1918-1921" is significant for the theory and history of education and the relevant studies, in our opinion, will contribute to the success of the education reform in Georgia.**

The goal of the research is to study education and pedagogical thinking of Georgia in 1918-1921.

The subject of research is to study the specifics of unified pedagogical and didactic approaches to upbringing and teaching in Georgia in 1918-1921 and to determine the approaches relevant to the modern educational system.

The objective of the dissertation is to emphasize the issues related to education and pedagogical thinking of Georgia in 1918-1921 and to study the most significant problems in order to reveal the completely objective reality concerning these issues, more specifically:

to study the existing state of education and pedagogical thinking of Georgia in 1918-1921, educational policy of the newly-established Democratic Republic, educational reform and school system, pre-school education, higher education, teacher training, content of teaching, organization, methods, curricula and syllabuses, material-technical base of educational institutions and textbooks, which are directly related to the educational process and organization;

to reveal the contribution of the educational institutions of Georgia in 1918-1921 and their academic personnel to the formation of Georgian educational system, on the basis of archival and historical documents;

to analyze the state of education in Georgia in 1918-1921, trends of development, quantitative and qualitative growth, introduction of new approaches to teaching, school nationalization, preparation and publication of textbooks, organization and content of the teaching process, on the basis of scientific literature, archival (including unpublished) documents, journals and newspapers;

to emphasize the role of Georgian educators and public figures in the struggle for the creation of the national system of education.

The object of the research:

1. Preschool, Primary, Secondary, Further, Higher, Pedagogical, Vocational and Private Educational Institutions and Educational Centres of Georgia in 1918-1921;

2. The role of the government of the Democratic Republic of Georgia in the reform of the public education system, nationalization of school and the development of the Georgian educational system.

The theoretical and methodological basis of the research is the philosophical and pedagogical provisions on the development of the school system and the intellectual abilities of a person.

The theoretical significance of the work:

- Education and pedagogical thinking in Georgia in 1918-1921 (before the occupation of Georgia by Soviet Russia) is expressed in the scientific concept.
- The history of Georgian pedagogical thinking and education in 1918-1921 has not yet been comprehensively studied in pedagogy.

The practical significance of the work:

In order to study the relevant issues more comprehensively the outcomes of the research can be applied to the courses of the history of peda-

gogy and education, special courses in pedagogy, Master's and diploma papers, and the courses of the professional development of pedagogical staff.

The scientific novelty of the research lies in the fact that, based on the archival and press materials, all types of educational institutions and educational centres of Georgia in 1918-1921 have been studied, and the issues of the pedagogical thinking of this period have been discussed. The dissertation is the first attempt of systematization and monographic study of these issues and fills the existing gap to a certain extent.

The theoretical and practical value of the research is that the work contributes to the study of the theory and history of pedagogy. A creative approach to the outcomes of the research will be useful for all types of the existing educational institutions. The outcomes can also be applied in special university courses in the history of pedagogy. Based on the outcomes, a course of lectures in history of education and pedagogical thinking of Georgia in 1918-1921 can be prepared, which will be useful for students of the Faculty of Pedagogics, teachers and people interested in the history of education.

The hypothesis of the research is that if the legacy of the education in 1918-1921 is comprehensively studied, if the development of the school system and content of education of this period are objectively evaluated and analyzed, the advantages and disadvantages are revealed, a significant step will be taken in terms of cultural acquisition of the heritage of the past, which is very important to the nation's cultural development. The positive moments of teaching in that period can be used at present for further development and improvement of the educational system of Georgia.

The research methodology. Various methodologies of research have been used in the dissertation, more specifically, we have applied historical, comparative, descriptive, evaluative, systematic-analytical methods, etc.

The stages of the research:

- Primary studies of pedagogical literature, drawing up bibliography, formulation of the objectives and hypothesis;
- Getting acquainted with and studying archival, museum and press materials;
- Analytical processing of scientific literature, archival and museum materials;

- Realization of research methods;
- Pedagogical and didactic analysis of the materials accumulated as a result of the research;
- Dissertation.

The issues to be defended:

- Analysis of the education reform in Georgia in 1918-1921;
- The struggle of Georgian educators and public figures for the establishment of national values and for nationalization of school.
- Pedagogical analysis of the teaching process of all types of educational institutions existing in the educational system;
- Analysis of curricula, school syllabuses and textbooks of the aforementioned period;
- Analysis of the content of the school work, organization, teaching methods and the use of the didactic principles;
- Pedagogical personnel, legal and material status and the issue of teacher training in Georgia in 1918-1921;
- The issue of teaching religion in Georgia in 1918-1921;
- The role and significance of the general pedagogical and didactic views of the Georgian educators in 1918-1921 for the educational systems of the aforementioned period and modern Georgia.

The outcomes of the research:

- The analysis of the education reform in Georgia in 1918-1921 has proved that the Government of the Democratic Republic of Georgia was trying to establish a new national system different from the Russian educational system.
- Based on the previously unknown archived documents collected by us we have specified a number of issues on which there were different views among different pedagogic scholars in terms of nationalization of school.
- The analysis of all types of educational institutions, curricula, content of school work, organization of teaching, school syllabuses and textbooks, and the teaching process has proved that the government of the Democratic Republic of Georgia made a significant contribution to the formation and development of the educational system in

Georgia throughout the three years.

- We have studied the methods of teaching and didactic principles which were used in the teaching process in the educational institutions of Georgia and were recognized not only in Georgia but also throughout the world;
- We have highlighted the role and significance of the general pedagogical and didactic views of the Georgian educators in 1918-1921 for the educational systems of the aforementioned period and modern Georgia.
- According to the research the evaluation of the educational system of Georgia in 1918-1921 (T. Sarishvili, U. Oboladze, D. Gurgenidze, G. Kiknadze, B. Kiziria, S. Sigua, etc.) bears a resemblance to the ideological scheme of the recent past for understandable reasons.
- In order to reveal parallels between the school reform introduced by the Ministry of Education in 1918-1921 and the current school reform, to compare and juxtapose them with each other, and to make conclusions - we also did the research of the outcomes of the reform gradually introduced in Kutaisi public schools and the expectations of teachers about the reform planned in 2017. The research report contains important information about the situation at schools with regard to the ongoing education reform and focuses on the existing needs. We believe the conclusions and recommendations of the research will be useful for effective planning of school activities and successful implementation of the reform.

The field of prospective use of the research results:

- Secondary education institutions / schools - teachers, head teachers, school administration.
- Higher education institutions - Master and PhD students.

Approbation and publication of the work. I have made reports on the issues discussed in the dissertation at university and international scientific-pedagogical conferences and have published scientific papers. The outcomes of the research were systematically presented to the Department of Pedagogics of Akaki Tsereteli State University, Dissertation Board of the Faculty. The completed work was reviewed and evaluated by the Depart-

ment of Pedagogics of Akaki Tsereteli State University.

The volume and structure of the work:

The work consists of the introduction, three chapters, general conclusions, references and appendices.

Brief Summary of the Dissertation

In the introduction the purpose and the tasks of the research are pointed out, the actuality and its theoretical and practical value are studied, the problem is defined, the methods and the main topics of the research are given.

In the first paragraph of the first chapter school system in 1901-1917 in Georgia, teaching contents and organizational issues are discussed and analyzed. Attention is focused on the system of primary and secondary education, pedagogical and vocational education of that time.

In that period, an elementary (single-class) school of the Ministry of Education and ecclesiastical seminaries was the most widespread type of a primary school, and the second main type of a primary school was a two-class school.

Besides single-class and two-class schools, there were other higher types of elementary schools. Such schools included urban schools which later changed into high-primary schools. The urban school was sovereign and focused on general education. It was neither continuation of a primary school nor the pre-step for higher classes.

Craftsman's schools in Gori and Khoni worked to train teachers for primary schools in Georgia and from 1915 Sokhumi Craftsman's Seminary joined them. Pedagogical practice played an important role in working system of craftsmen's seminaries. In these seminaries only second year students had pedagogical practice and they finished it when they were third year students. The students attended pedagogical practice in the primary school which was the part of their seminary. The aim of practice syllabus was to study teachers' work, observe model lessons, prepare pilot and independent lessons, give and discuss lessons.

From the educational projects, worked out in 1907-1916, the **draft law about the reform of a secondary school** should be noted; it aimed to create united type of a secondary school which would be connected with primary and high schools. There should have been two kinds of such secondary schools.

The first – gymnasium, where students would be enrolled after leaving primary school; the second – gymnasium, where students would be enrolled after leaving high-primary school. The project required to draw up curriculum and programs on the basis of distributing teaching materials through concentric principle, to deepen teaching process of the subjects of natural sciences and social sciences. Besides, the draft law considered to take some issues into consideration: pupils' individual characteristics, local conditions in the teaching process, organizing pupils' independent work for higher classes, widening parents' right-responsibilities etc.

Though, this reform of a secondary school could not solve all problems in secondary schools it is clear that it was a progressive step because it was the first attempt to create united system of public education and united pedagogical approach for educational processes.

In secondary schools the whole teaching system based on **formal educational theory**. According to this theory, the teaching task was not to gain knowledge at secondary school but to develop mental talent.

The analysis of archival documents and special literature enables us to say that the chain of vocational and technical colleges was so small that it could not satisfy agricultural personnel's demands. In addition, vocational and technical colleges were not equipped with course books, good programs and qualified personnel.

At the beginning of the 20th century new social-political and cultural situation conditioned to change the system of public education, start new teaching-upbringing process in schools and have the teachers who would have proper knowledge and skills.

Before the revolution in February in 1917 there were about 30 **cultural-educational** societies in Georgia. According to their tasks, all of these organizations did something to develop national culture and spread education among people. Among them we should mention: **Society for the Spreading of Literacy among Georgians, Society "Ganatileba", Society "Sinatle", Tbilisi and Kutaisi Public Universities**.

In the second paragraph of the first chapter the issue of spreading new pedagogical ideas in Georgia is discussed.

At the beginning of the 20th century School of Labour, pragmatist pedagogy, experimental pedagogy and other tendencies had a big influence on Georgian pedagogical thought.

In Georgia the journal "Ganatileba" and his editor L.Botsvadze were pro-

pagandists of the theory "free upbringing". According to the theory "free upbringing", L. Botsvadze contrasts the principle of obedience for a teacher's authority to a child's free and individual development. The essence of the principle, to his mind, implies the respect of children's nature and their individual characteristics. A child, according to his/her nature, should be taught such subjects which won't be boring for them.

The idea of laborious upbringing spread at the beginning of the 20th century. Many letters and articles in the newspapers and journals were devoted to this topic. L. Botsvadze, A. Tchitchinadze, D. Uznadze and others tried to implement the elements of labour in teaching process.

Experimental pedagogy, according to its theoreticians, had to study how the contents, forms and methods of upbringing conformed to a child's nature, regularity of his development. Moreover, the study had to include, on the one hand, child's physiology and psychopathology, and on the other hand, pedagogical efforts which were used in upbringing process.

In Georgia D. Uznadze supported experimental pedagogy. In 1910-1912 he published his scientific works: "The aims of upbringing", "Main tragedy of upbringing", "Experimental pedagogy" and "Introduction of experimental pedagogy" (1912). These works are important in the history of developing Georgian pedagogical thought.

In the first paragraph of the second chapter the issues about the reform of education and formation school system in 1918-1921 in Georgia are discussed. The efforts, made by Democratic Republic of Georgia, about reorganizing existing educational system are studied. The chapter shows the leaders' attitude, expressing national character, to Georgian educational system and science. In this research the reform of school system, introduced by the Ministry of Education, is discussed and analyzed; stages and steps to develop the reform are presented, more specifically: 1. Primary (elementary schools and pre-elementary departments), 2. High-primary (grades 1-4), 3. Forming processes of gymnasiums (grades 5-8). Grades from 1 to 4 had to be separated from secondary schools and their programs had to be changed. Secondary school began from the 5th grade and included the period up to the 8th grade. From higher grades there had to be specialization of teaching.

In this paragraph the resolution, passed by the government in February, 1920, about universal compulsory free education is presented and discussed. According to the resolution, eight-year education became free and compulsory. Statistics and developing characteristics of such kind of

schools are shown. For 1920-1921 academic years there should have been 1991 schools, 151 high-primary schools among them.

The materials show that in spite of difficult economic and political conditions of the country, the government tried to improve school chain and continue teaching-upbringing process on its national basis. It also tried to learn about ongoing positive and negative processes in educational system, solve different problems (less finances, weak material-technical base, teachers without fluent Georgian, schools for people from high and low classes) in schools through circulation and monitoring. Despite the problems, new programs and course books were created, new learning courses were founded: drawing and handicraft. Schools employed teachers according to the new rule (they might be employed if they gave a model lesson), there were short-term teacher training courses, innovative teaching methods were implemented, and Georgian scientific terminology was also created etc. The archival materials reflect all of these facts.

In 1920 the process of nationalization of Tbilisi schools finished. Georgia began to spread universal-public education. People from all classes, including poor peasantry, tried to get education. Georgian reformers tried to copy experience of European education, particularly, share experience with the closest political partner of Georgia – Germany.

The policy of **Georgian Democratic Republic for national minorities is separately noted and analyzed**. In Georgian Soviet pedagogical literature the abovementioned regulation about total nationalization was declared as "the decision made against Georgian people's interests" because according to the dogmatic regulation, temporary government did nothing to improve educational situation for young generation from national minorities. From the studied materials it is clear that the process began to open new schools for them. In 1918, July 26, soon after gaining independence, Ministry of Education published the advertisement in the newspaper "In Georgian Republic" in which it required from the parents, who were not Georgian, to inform the government if their children were not taught Georgian at school. The Ministry needed it in order to calculate the number of such children and help them to study Georgian at school.

The principles about expanding the chain of such schools and implementing educational system, the ongoing teaching and upbringing processes, based on **Flebel's principles**, in those schools were searched by democratic government and the conclusion was made that the theory of national

pre-school upbringing started to develop together with expansion of the chain of kindergartens. Nevertheless, there were many problems in pre-school educational system in 1918-1921 Georgian democratic government shared the views of Georgian intelligence about equipping young generation with European knowledge and made some practical steps to develop teaching process in pre-schools through European methods.

Existing reality of special secondary and vocational education, private institutions and development perspectives in Georgia are discussed. It is noted that professional education in democratic republic was ineffective not only on elementary, primary levels but on the level of general education. Agricultural colleges could not give complete knowledge and preparation for life. The archival materials of Kutaisi Agricultural College and Tsinamdzghvriant Agricultural School confirm the fact. The analysis of one of the archival documents shows that the graduates of the schools chose different way in their life and they did not use the gained profession.

The research process showed that the attitude of the government of democratic republic toward vocational-technical education was very important, this would be necessary to improve domestic economic situation in the country. In 1918 secondary technical colleges, medical colleges, handicraft colleges were opened in which studying methods were adjusted to Georgian national principles. Vocational colleges were founded by the government in other cities of Georgia. For instance: in Kutaisi, Poti, Batumi and Ozurgeti ... In 1919 (from January) the law about vocational-technical education was passed, it had a great importance to improve secondary-vocational education.

To work out the united plan of public educational system private initiative had a big importance. In 1919 Ministry of Education prepared the draft law about private colleges. From the project it is clear that in private colleges educational-upbringing process was very low. Accordingly, the Ministry was implementing monitoring for educational, administrative and economic parts. Those colleges which had serious problems would not have license or attestation to give diplomas. At the same time the government helped them to solve organizational issues, the contents and methods of teaching; it also provided trainings for teachers.

A good way for having proper personnel was to send young people abroad and invite professors from other countries.

In this paragraph existing situation of high education in 1918-1921 in

Georgia and important efforts made by the government are studied and analyzed, particularly, Ivane Javakhishvili's role in foundation of Georgian university and his attitude toward this issue, which existed between Georgian government and the founders of the university.

In the second paragraph of the second chapter the issue about important branches of school reform is discussed. Curriculums, educational programs and course books are studied, also, the principles, characteristics and difficulties which newly formed government encountered in the process of reformation.

In 1918, the same type of schools used different curriculums, programs and methods because there was not still universal school system. These problems were considered by the government and in 1919, it, with help of a prominent teacher and public person Luarsab Botsvadze, worked out "Temporary curriculums and programs for elementary public schools". As L. Botsvadzesays "school should rouse learning desire in a pupil, should help to work independently and should not get information without expense, which worked in schools. In this case a teacher helps a pupil to gain knowledge. The main character is a pupil and not a teacher. He/she gives a pupil proper directions and helps him/her to come to conclusion on his/her own" (L. Botsvadze, Journal „Ganatleba“ 1918, N 1, p. 67).

In our view, the thesis reflects the right direction of school and connection with today's curriculums and programs.

Nowadays, development of intellectual skills is an important task of national curriculum. To develop complex intellectual skills it includes development of critical, creative and reflexive thinking. While thinking a pupil doesn't study something by heart but he/she interprets it, the process helps him/her to become smart and it increases his/her activity in learning process. Today the aim of a school is to bring up such citizens who will answer the challenges and requirements of the modern world. A student, his development and the result achieved by him are in the center of educational process which is oriented on a student (national curriculum 2016, active editorial office).

The analysis of special literature and archival documents made the fact clear that Georgian educational system of that time, by using its teaching methods, was characterized with specific characteristics. Teaching methods were assessed with two criteria: a) how well a method is based on labor and b) how much a method uses children's individual initiatives and their

independence. According to these criteria, active teaching methods might be the methods which used children's labor-activity and proper conditions and provided realization of children's individual initiatives.

It may be said that in 1918-1921 the course books published in Georgian language were important treasure of Georgian school. When schools were changed into Georgian basis, book publishing was paid more attention. In 1918 original course books were published: "The history of Georgia" by I. Peradze, "Modern History" and "Ancient Greece" by D. Uznadze, "Ancient History" and "The history of Medieval Centuries" by A. Tsereteli, "Georgian Writers for School" by I. Gomelaury, "History Lessons of Georgian Literature" by V. Barnovi, "The Theory of Literature" by Meliton Kelenjeridze and others. The reviews of the course books were published, they considered students' age and individual characteristics. In 1920, the committee, presided by Ivane Javakhishvili, was created to estimate Georgian scientific terminology and publish Georgian books. Committees of other branches also started working.

In 1918-1921, one of the important issues of school reform was to publish scientifically well-organized books which would answer students' requirements. This issue is still active. According to the results of our research, the question "How would you assess curriculums and course books?" had several answers:

They are well planned and organized – agree - 52%, agree more than disagree -32%, disagree more than agree -12%, disagree – 4%.

Curriculum and course books are not relevant to real educational aims – agree -10%, agree more than disagree -17%, disagree more than agree -38%, and disagree - 35%.

Standards of the subjects and programs are less adequate and overloaded – agree -20%, agree more than disagree -20%, disagree more than agree -36%, disagree – 24%.

60 % of teachers think that teaching contents, curriculums and programs should be relevant to students' age and their exercises ought to be oriented on students of different capacities, a course book should help a student and a teacher and should be appropriate to overcome the program.

The strong sides of a course book are the following: exercises, sums, crossroads, practical exercises - 36%, easiness of the material -26%, good methodical order of the course book – 20%, design and illustrations of the book – 18%.

In the third paragraph of the second chapter the contents of school business, teaching methods and didactical principles in 1918-1921 were studied and analyzed.

To our mind, Georgian press of that time played an important role in formation of national policy which often published theoretical and practical articles about reorganization of educational system. Educational ideas and theories were highlighted in Georgian pedagogical journal "Ganatileba". It was the source of Georgian pedagogical thinking. The articles by V. Khurodze, I. Tsagareishvili, L. Bzvaneli, Grigol Matchavariani, VI. Gorgidze, Vd. Burjanadze, Vuk. Beridze, SilovanKhundadze were often printed in the following newspapers "Republic of Georgia", "A friend of people", "Public Paper", "Our Country", "Public Business", the articles were about curriculums and course books, education without school, teachers' problems, preparation for personnel training.

Interesting methodical articles were published about teaching organization and upbringing problems in the press of that time. IpoliteVartagava published an interesting article in the first number of the journal "Ganatileba" in 1919, in this article he describes teachers' institution in schools of that period and he suggests society the ways to improve existing system. In this article great attention is paid to the problem – how existing educational system, influenced by Russian ideology and pedagogical pedantry, can be changed and what kind of role a teacher may have in upbringing process. Teachers' role in that period is the same as tutors have at school today. Today's national curriculum defines tutors' rights and responsibilities except for bureaucratic-administrational procedures which are opposed by the author. At the same time, the idea about teacher-police official's duties is very important; it included thematic commissions which might have a good effect to solve the problem of degrading upbringing functions.

The research conducted, by us, in Kutaisi schools dealt with upbringing issue. The teachers of these schools were asked the question – "According to the widespread idea, today upbringing function at school is police official's duty and still there are cases of pupils' misbehaviors. Do you agree with the statement and what efforts should be necessary through the new reform?"

The teachers expressed different opinions about the topic:

„The function of upbringing at school is not only police official's duty, teachers and parents should be involved in this process, but I think teachers and parents should be more actively involved in upbringing process“.

„After elementary level parents do not cooperate with teachers, their involvement is necessary on all levels, only police officials will not control the process, there should be discussions among teachers and parents about different upbringing issues“.

„Today upbringing process is blocked at school, only the curriculum cannot provide pupils' upbringing because there are many bad examples in our reality. To my mind, it is essential for pupils to work on their own, involve in different projects and innovations“.

„Once a month upbringing and educational lessons should be held which will inform pupils about not only their rights and duties but also about other people's interests“.

The research conducted clarified that the issue of school education was problematic in Georgia (1918-1921), and it is no less important even today. However, it differs because the approach adopted in the education system of that time was scientifically grounded and it was the primary focus of many a well-known and respected educator working in the sphere of education whereas at the present time it has a policy of laissez-faire.

During the period under study, according to the requirements of the reform, in teaching a particular attention was given to the use of the didactic principles. They are: the principles for acquiring a firm grasp of fundamental knowledge regarding visualization, awareness, activeness, systematization, linearity and the relationship between life and learning as well.

Paragraph IV analyzes the staff composition, financial well-being and rights of teachers, the issue of the preparation of a cadre of teachers in Georgia (1918-1921). Based on the study performed we concluded that in the years of 1918-1921 in Georgia high performance in the teaching-learning/educational process was greatly dependent on the staff composition, their preparation and qualification, their financial condition and rights as well.

Due to the law passed in the summer of 1918 all Teachers' Seminaries were unified and on their basis Tbilisi Teachers' Institute was established. Teachers' Seminaries of Gori, Sukhumi and Khoniwere declared as state schools. Besides, Women Teachers' Seminary Named after Queen Tamar was formed in Tbilisi, which came under the control of state institutions in September. Yet from the year of 1918 onwards teachers' short-term summer courses were provided. It played a certain role in tackling the issue as regards the preparation of a qualified cadre of teachers. In most cases

teachers taking such kind of courses unanimously propound and adhere to progressive pedagogical ideas and attitudes.

Paragraph V of Chapter II discusses the issue of teaching religion in Georgia of 1918-1921. On November 12, 1918 the Parliament of Georgia made a decision to isolate all the institutions, including ecclesiastical institutions, from the church jurisdiction and place them in subjection under the Ministry of Education. This became a precondition that on November 22 the parliament adopted a law abolishing scripture teaching in all types of institutions in Georgia.

Due to the fact that religious upbringing was a family matter, a great number of parents and teachers of secular schools considered scripture teaching as an essential part of the content of a course of study at the first stage of the primary education. And in the institution this duty should have been fulfilled by an authorized clergyman or teacher on the part of pupils and parents. However, only a minority supported the idea that scripture teaching not to be fully excluded from a program teaching, but its workload should be reduced to the minimum (one hour per week).

Paragraph I of Chapter III explores general pedagogical beliefs and attitudes in Georgia of the years of 1918-1921. According to the material studied and analyzed, it can be firmly maintained that in 1918-1921 the Georgian national pedagogy experienced advancement to a greater extent. The government attempted to enforce the fundamental principles of broad democratization. Their intent was to work upon the general theoretical framework of the fundamentals of the theory and practice in pedagogy, to work over the issues of school and home education/upbringing and those of the pedagogy of overseas and Russia as well. A particular attention was given to the Georgian national pedagogy. The ideas and attitudes of the representatives of the Georgian scientific pedagogy of the second half of the 19th century were a source of inspiration for the pedagogical doctrine of democratic Georgia. In particular, the exceptional importance is attributed to the founder of the Georgian pedagogy, IakobGogebashvili. In actual fact, the above-mentioned determined the scientific content of the pedagogical concept that is the national-democratic commitment.

During the period under study numerous significant papers on civil upbringing and pupil self-governance appeared in the Georgian Press of that time. A common underlying theme is that the purpose of the future's school should be to raise a person of firm character with a civil disposition.

The school should take lots of practical actions so as to effortlessly bring forth self-activation, initiative, self-determination in children. The introduction of self-governance in schools was deemed as the most important tool as to the aspect of raising a good citizen.

On the part of the founders of the new Georgian Pedagogical School Dimitri Uznadze and LuarsabBotsvadze - in handling teaching-learning/educational process efficiently and creatively - a particular importance was ascribed to a teacher's professional maturity and dignity. In their view, one of the chief pre-conditions of the success of a teacher's pedagogical activity was to generate the interest of learning in a child. In their words, a real teacher leads a child the way that his/her personal initiative goes to the background and the child with his/her enthusiasm and eagerness comes to the foreground. As Dimitri Uznadze determined acquiring knowledge under this principle helps to develop critical thinking in pupils.

The Georgian Pedagogical School based upon the fundamentals of nationalization strictly demanded from schools in Georgia that teaching should have been delivered in mother-tongue. As for non-Georgian schools, the subject of the Georgian language should have become compulsory. They suggested a belief that a native language was the basis of true education. They thought that giving education bypassing the home language was like beating the air. In other words, it was practically impossible to impose national-political and pedagogical principles to the full extent concerning the matter of raising "a new type" of Georgian.

Based upon the material gathered, we may conclude in the years of 1918-1921 in the Georgian pedagogical circles there was not a lot of controversy about the roles of heredity, environment and upbringing. Although a common underlying approach is that a number of people support the role of environment in upbringing, whereas others – the role of heredity. As for the rest, they think that all of the three factors are important in the formation of a person's identity.

Against this background, in its completely unique form, a well-known Georgian scientist Dimitri Uznadze propounded The Theory of Coincidences regarding the development of the internal (heredity) and external (environment) factors. According to the theory, the factors of development are genetically interrelated. In Dimitri Uznadze's view, on the one hand, the development of abilities in a child is dependent on the impact of age-group with its surrounding environment. On the other hand, vice versa,

the content of the age group of the surrounding environment is determined by the level of the development of the child's abilities.

Besides, we determined the peculiarities of the work-activities at school of that time. In particular, in the years of 1918-1921 in Georgia the work activity was considered as a primary condition for the human existence and development. It was deemed as a chief source of a person's physical and spiritual formation.

The representatives of the Georgian pedagogical thinking, D. Uznadze, L. Botsvadze, Iv. Rostomashvili, M. Zandukeli, S. Khundadze, A. Chichinadze, I. Otskheli, N. Sirbiladze, I. Sikharulidze, I. Pheradze, Gr. Sakariskedeli, M. Kakabadze, G. Jakobia, G. Kiknadze, paid particular attention to mental, moral, aesthetic, labor and physical education in the process of a person's harmonic development. It is worth noting that there was a particular attitude towards the issues of aesthetic and labor education. The aesthetic education includes both curricular and extra academy activities: (1) teaching school disciplines (it is particularly highlighted that the importance is given to the following: teaching the home language and literature, painting-drawing, singing- chanting (music) and natural sciences as well; (2) all the subjects shall be taught in the home language; (3) decorating school and classrooms aesthetically; (4) proper school equipment; (5) a teacher's personal example and his/her leading role; (6) areas of Arts, particularly music; (7) family environment; (8) managing one's personal hygiene (adults and children); (9) systematic observation of the beauty of nature. It is noteworthy that after long-lasting break lessons of crafts have taken the position in teaching programs of public schools an essential component of again in today's schools. At present, as it was 100 years ago, quite fairly, labor education is considered as a person's harmonic upbringing and because of this aspect, its incorporation into the lesson in basic education is deemed as a must.

Physical education is one of the most important aspects of the pedagogical views of 20th century. It is presented as a necessary condition for the upbringing of a harmoniously developed person. In this regard, interesting ideas were suggested by L. Botsvadze, I. Rostomashvili, I. Peradze, E. Vashakidze, I. Kiknadze, etc. The significant role of games in a child's life is the explanation of the fact that the description of numerous Georgian games and the methodology of applying them are available in the journal „Ganatileba“. Using the rich Georgian traditions in the field of gymnastics,

the authors emphasize the importance of gymnastics as physical upbringing. Among the means of physical upbringing, apart from movement-based games and gymnastics, considerable emphasis was placed on the importance of hygienic factors and natural forces and on the methodology of their usage. The attitude to issues of aesthetic and labor upbringing is worthy of special note. It is also noteworthy that at present, after a long interval, labor classes are included in the public school curriculum again. Today, just like 100 years ago, labor upbringing has been recognized as an integral part of harmonious upbringing and is taught at the basic level of education taking account of this aspect.

Paragraph II of Chapter III examines a general didactic framework of the pedagogy in the years of 1918-1921.

In the pedagogical literature of the twenties there were mainly two opposing theories - Theories of Formal and Material Education. According to The Theory of Formal Education, the main purpose is to develop a child's ability to think, to make considered decisions; no attention is given to factual information acquisition. During schooling it is impossible to obtain all kind of knowledge necessary for our lives. Thus, the reasoning behind is that if at school it is impossible to obtain knowledge accumulated by mankind in the course of time, this means that we need to focus on giving only elementary education and the emphasis should be upon the enhancement of the ability of thinking and judging to the degree that after school a child will be able to independently acquire knowledge necessary for him/her. As to The Theory of Material Education, on the contrary, the development of the cognitive faculties of a child is neglected. In particular, there is no need to develop a child's thinking ability and the primary intent of school is to give learners as much factual information as possible.

According to the material gathered, in the years of 1918-1921 in Georgia a group of scientists take the view that The Theory of Formal Education is a proper approach and support the system of classical education whereas another group considers that The Theory of Material Education is the only viable option and takes the stand of real education. There are the authors who happen to fall in the middle of two extremes. Of these three approaches the interesting point is that there is a tendency that natural science takes a pre-dominant position. Despite the fact that there were various attitudes towards the issue given, the representatives of the Georgian pedagogical stand shared the view that age-group and individual peculiarities should

have been taken into account in the teaching process. This is attested by the textbooks published at that time in the Georgian language. Almost all the textbooks published in the years of 1918-1921 are based upon the recognition of their relevance to learners' development according to age and the level of knowledge.

In the twenties of the Georgian pedagogy, as we have already mentioned, of the didactic principles the leading position is taken by the following: principles of visualization, self-awareness, activity, systematization and linearity.

During the research process the attitude of the Georgian educators relating to the methods of teaching was uncovered. The preference is given to three main pre-conditions for the selection of the methods clearly and distinctly reasoned: the relevance of child age-related and natural peculiarities (pupils' level of knowledge is included), provision for the development of the creativity ability, for the development of logical reasoning and sound discussing. At the same time the approach that only one of the methods should be declared as universal is neglected, and the use of a variety of methods is considered to be a proper option. The emphasis upon the necessity of the use of a variety of methods in teaching process should be considered as an exceptionally positive fact. This is very important because at that time the tendency of the universality of methods was firmly grounded.

In the years of 1918-1921 in the Georgian pedagogical thinking novel attitudes towards the form of the organization of teaching emerged. Upon that the influence of the ideas of Dewey, Kershensteiner, Pachercy and the like is apparent. A group of scholars advocated the idea of a traditional lesson whereas others supported the abolition of classroom system.

Unfortunately, the information regarding the evaluation and assessment of the knowledge and skills of pupils is very scarce. In the first quarter of the 20th century concerning this issue the attitude of Dimitri Uznadze towards the exclusion of the mark-based assessment from schools is usually highlighted. He thought that a mark had a negative influence on a child's personal development, because of the fact that the assessment suchlike caused a number of psychical and psychological disturbances within children. The latter considered as hindrance factors for an adult's psychosocial adaptation. In D. Uznadze school teachers in their notebooks instead of giving marks used to keep track of pupils' achievements and failures in notes. Based on the analysis of that they gave advice and recommendations

to pupils and their parents so as to be eradicated the problem.

Due to the material collected and studied, we conclude that the theory on teaching without marks propounded by Dimitri Uznadzewas not put into practice in the schools of Georgia in the years of 1918-1921. More to the point, in 1920 he was chairman of the Georgia's Education Reform Commission but there is no evidence that he proposed there a mode of teaching without marks.

In the years of 1918-1921 in Georgia regarding the issue of the evaluation of pupils' achievement we did not find any kind of information in the archival material and the Georgian press of that time. As it is generally revealed pupils were given the evaluation based on the ongoing and final marks. Quarterly grades were calculated based on the arithmetic mean of their each ongoing mark. Exams were held in selective subjects. The mark of the exam had an impact on the final mark of a pupil at the end of the academic year. Presumably, the system of numbers was in effect: 1, 2, 3, 4, 5. They tried to abolish the so-called "единица", as it was considered to be a violation of a pupil's dignity and preferred to leave four marks: 2, 3, 4, 5. Of them satisfactory marks were: 3, 4, 5, and unsatisfactory – 2.

As we can see, the evaluation system of a pupil's performance has always been problematic. In fact, the old system did not experience any kind of change, if we do not highlight a transition from a 5-point scale to a 10-point scale. Generally, school needs the evaluation system that will be tailored to a pupil's personal development, the one that will be of useful to his/her psychosocial adaptation, will be properly chosen for the environment. Evaluation methods and criteria should be designed not only according to the requirements of the national curriculum, but also the following should be taken into consideration: personal, psychical, psychological peculiarities together with the adherence to fairness and objectiveness.

General Conclusions

As a result of the study conducted based on the examination and analysis of the archival, museum, scientific and press materials available, we concluded:

1. Democratic Georgia had the alternative ahead – to reject the old system of education and to introduce new, original ideas, or to keep the obsolete, borrowed system characteristic for Russia. The government of Georgia

and the progressively thinking intelligentsia without hesitation opted for the regulation as a principle for action- the school reform should have been carried out due to the interests of Georgia – considering national traditions and self-identity.

2. Against the background of the fight for the national-democratic freedom by the Georgian people in 1901-1917, one thing became clear - the primary concern – to start and establish the national school based on scientific-pedagogical principles.

3. During the years of the existence of the Democratic Republic of Georgia (1918-1921) in line with the restoration of the national statehood, the Georgian language still regained its old and natural state – the status of the state language. Teaching was delivered still in the home – Georgian language.

4. The Georgian Pedagogical School based upon the fundamentals of nationalization strictly demanded from schools in Georgia that teaching should be delivered in mother-tongue. As for non-Georgian schools, the Georgian language had to become a compulsory subject.

5. In 1918-1921 the representatives of the Georgian pedagogical thinking believed **the main goal of the school was to bring up a new type of a Georgian person**. In this respect, they shared D. Uznadze's views on this issue. The "new type" of a Georgian person was supposed to be strong-willed, active, persistent, harmonious, educated and trained for the public life; a perfect human being, who would be the "foundations of thenation". However, due to historical cataclysms this system did not prove to be feasible.

6. The policy of the Democratic Republic of Georgia towards the national minorities residing in Georgia should be approved.

7. The policy of the Democratic Republic of Georgia towards the national minorities residing in Georgia was declared as "the decision made against the interests of the Georgian people", since according to the resolution deemed as a dogma, the interim government was not interested in the matters concerning the problems of education for the national minorities. Based on the material studied, it becomes clear that this area was quite a matter of interest, the government made many significant decisions in this respect and opened several new educational institutions for them.

8. The reality is that the process of internationalization of higher education has been of great importance in recent years in terms of improving the quality of education and increasing competitiveness of higher education in-

stitutions. We believe, the principle of internationalization of teaching is one of the reflections of the policy of the democratic government of 1918-1921.

9. The primary concern of the government of the Democratic Republic of Georgia was to administer the process of schooling for children and adolescents. Whether it proved success or not was dependent on the novel form of reformation, more specifically, it referred to the European manner of teaching and learning, of the organizational, structural and teaching-upbringing activities of secondary schools.

10. In teaching programs a particular emphasis was placed upon the issue regarding a pupil's physical and spiritual development. Both pedagogy and psychology were deemed as sciences and they were intensively incorporated into the teaching process. With the help of that the scholars examined the age-related and psychological peculiarities of a pupil and needful recommendations were given to school for overcoming difficulties. During the teaching process a particular attention was given to didactic principles, such as visualization (intensive), self-awareness and activity, systematization and linearity, and relationship between teaching and life.

11. The representatives of the Georgian pedagogical thought of 1918-1921 discussed the issues of labor upbringing and teaching on the basis of the ideas of G. Kerschensteiner, V. Lai and J. Dewey. Nevertheless, they did not mechanically introduce the ideas of labor education in the Georgian reality. On the contrary, they criticized some of the views of the aforementioned authors. More specifically, in contrast, Georgian teachers recognized the importance of general education, necessity of systematic teaching, and unity of theory and practice.

12. Three basic conditions for the selection of methods were emphasized and approved in the pedagogy of that period: the correspondence with the child's age-related and natural peculiarities; the development of creative skills; and the development of logical thinking and discussion. At the same time none of the methods were universalized.

13. In the years of 1918-1921 in the Georgian pedagogical thinking novel attitudes emerged concerning **the form of the organization of teaching**. Upon that the influence of the ideas of Dewey, Kerschensteiner, Pachercy and other authors is apparent. A certain number advocated the idea of a traditional lesson whereas others supported the abolition of the classroom system.

14. We have studied the principles of the expansion of the network of pre-school and out-of-school institutions, arrangement of the process

of teaching in these institutions, and the process of teaching based on the **principles of Frebel**. It has been concluded that in parallel with the expansion of the network of kindergartens, **the national theory of preschool education started to develop in Georgia**.

15. General pedagogical ideas are represented in the form of fundamental questions, such as: the essence of upbringing, the role of upbringing in the process of the development of a child's personality, peculiarities of child development, aims and objectives of upbringing, components of upbringing, the system of public education, home schooling, etc.

16. As it has been generally revealed, in 1918-1921 pupils were assessed based on the ongoing and final marks. Quarterly grades were calculated based on the arithmetic mean of each ongoing mark. Exams were held in selective subjects. The mark obtained at the exam influenced the final assessment of a pupil at the end of the academic year. Non-graded teaching was not introduced. The current system of assessment also needs to be altered.

17. It is true that the Democratic Republic of Georgia existed only for three years (1918-1921), but despite various social, political and economic difficulties, by virtue of the important cultural-educational reforms undertaken, the authorities managed to play a dignified role in the development of the country.

The main concepts of the dissertation are given in the following works:

1. Murgulia Teona, "Different Facets of the Pedagogical System of the First National School", Akaki Tsereteli State University (the Faculty of Pedagogics), VI international scientific-methodical conference "Actual Problems of Teaching and Upbringing", works, Kutaisi, 2015. ISSN: 2298-0539;

2. Murgulia Teona, „The Georgian Press about the Principles of Teaching Didactics and the Case of School Organization“ (1918-1921), Akaki Tsereteli State University (the Faculty of Pedagogics), VII international scientific-methodical conference "Actual Problems of Teaching and Upbringing", works, Kutaisi, 2016. ISSN: 2298-0539;

3. Murgulia Teona, "Ideas and Attitudes to Upbringing in Georgia (1918-1921)"; Akaki Tsereteli State University (the Faculty of Pedagogy), VIII international scientific-methodical conference "Actual Problems of Teaching and Upbringing", works, Kutaisi, 2017. ISSN: 2298-0539;