

5. The problem of formation of knowledge about the state in the history of methodical science

Studying the problem of forming students' knowledge about the state has its own history. Its analysis in the historical and methodological aspect is important because it shows the dynamics of changes in the content of knowledge about the state and the methods of their assimilation in the learning process, which is connected with the appropriate conditions for the existence of school historical and legal education in a specific historical period of the development of society, the development of methodological science and accumulation of teaching experience. Only on the basis of the analysis of the historical and methodological aspect of this problem, modern achievements of methodical science and teaching practice, it is possible to scientifically justify and experimentally verify the effective method of forming knowledge about the state.

Due to historical circumstances, the formation of traditions, the development of national methodical science, and the practice of teaching history and jurisprudence for a long time, before Ukraine gained independence, took place as a component of school education in the Russian Empire and the Soviet Union. Therefore, it is advisable to start the analysis of the historical and methodological aspect of the research problem with a generalization of the state of its solution in the school education system of Russia.

The problem of forming students' knowledge about the state in the school historical and legal educational system of the Russian Empire began to attract the attention of state educational institutions, the scientific community, and teachers already in the 19th century. The peculiarity of the organization of historical and legal knowledge in the school of the Russian Empire was that it depended on the political regime of the country, the personal views of the representatives of the Romanov dynasty who were on the throne, and the development of social and political thought. The basis of the worldview task of studying history and law in all types of educational institutions was the education of "loyalty to God and the Motherland" of citizens. This function of

history was especially clearly manifested during the reign of Nicholas I (1825-1855), during which Count S. Uvarov was the Minister of Education, the "theory of official nationality" was formed, based on three principles: Orthodoxy, autocracy, nationality. According to this theory, the instructions of the ministry, standard educational programs, textbooks, educational and methodical manuals were drawn up. The schoolchildren's activities were reduced to simple memorization of texts, textbooks, information about princes, monarchs, church ministers. The main methods and techniques were mechanistic memorization, singing aloud, memorizing a number of names.

Great attention was paid to the education of law-abiding citizens. The charter of educational institutions (1804) introduced the study of issues of social order, law, and the state into the content of two educational subjects: "Natural Law" and "National Law" in graduation classes. 4 hours a week were allocated for their study, taught by teachers of philosophy, sophisticated sciences and political economy. The charters of gymnasiums and schools (1828) excluded these subjects from the curriculum because the government was afraid of the penetration of the ideas of enlightened philosophers. Later, the Statute (1849) introduced the teaching of jurisprudence starting from the 5th grade. The Ministry of Public Education forbade "teachers to indulge in the theory and history of reasoning." The government believed that this would be a guarantee against penetration of harmful ideas into the minds of students [1, p. 186]. After the abolition of serfdom in 1861, despite the need to study law and the state, the new Statute excluded "Legislation" from the curriculum, ordering the need for after-school discussions on these issues, which would be conducted either by the director of the educational institution or by an appointed teacher [2].

The activation of revolutionary and democratic forces in the 60s and 70s of the 19th century influenced the exclusion of issues of social and state order, domestic legislation. During the period of reaction that followed the assassination of Alexander II, the question of the need to teach the basics of law in school was removed from the state level until 1905.

In the 1905-1906 academic year, the teaching of "Legal Studies" ("Law") was introduced in male gymnasiums in the 7th grade with one lesson per week and continued in the 8th grade with two lessons per week. The introduction of the new subject was caused by: the domestic political situation in Russia, the sharp deterioration of the criminogenic situation in the conditions of the first Russian revolution; the fact that the tsar gave the "Manifesto on Civil Liberties" on October 17, 1905, which can be considered as an attempt to transition Russia from an autocratic form of government to a constitutional one. The course "Legislation" provided: to provide students with the necessary information about current legislation in an accessible and systematic presentation and to present a complete picture of the existing order, thanks to which the student could imagine his relations with the state and the citizen [3, p. 37].

Teachers were recommended to ensure that students learn the main provisions and understand the duties before the state without teaching legal theories and contradictory provisions. The teaching of the new subject was entrusted to practical workers of justice: judges, prosecutors, notaries. History teachers were not entrusted with this subject because they did not have legal training, and also in order to prevent the introduction of unnecessary historicism. Textbooks were created by V. Tomashevich [4], K. Yelnitskyi [5], M. Shutsky [6], which corresponded to the program and instructions of the ministerial note. None of the textbooks testified to the thoughtfulness of the subject tasks and teaching methods, the lack of illustrations and diagrams can be considered a drawback. They contained information on the general theory of the state and law, the foundations of state law, criminal and civil law. In 1911, "Atlas for visual study of jurisprudence and the state system of Russia" was published. In it, with the help of geometric and graphic symbols, various schemes of state institutions of Russia, schemes of laws and their functioning in practice are presented [3, p. 37].

In 1909, A. Holmsten tried to systematize and generalize views on teaching the subject by publishing for the first time in the Russian Empire "Experience in the methodology of legal studies as a subject of teaching in secondary school". He recommended teachers not to include controversial issues and theoretical positions in

the content of the subject [7]. In this manual, the descriptive method is proposed as the main method of teaching "Legislation", which provided an explanation of the law taking into account life's motives and purpose. When explaining the laws and institutions of the state, it is necessary to highlight what the legislator was guided by when establishing them, and what goal he pursued.

The analysis of the history of research on the problem of forming knowledge about the state in law (legal studies) lessons in pre-revolutionary Russia shows that, although the need to study the social and state order and the foundations of law was recognized and recognized, students of all types of educational institutions did not study the course, and there was a lack of professionally capable teachers to teach this subject. If we compare education in pre-revolutionary Russia with the educational process in Europe, we find significant differences. It is noticeable that in European countries the emphasis was on educating a member of civil society endowed with natural and inalienable rights, while in Russia the main task was to educate a person in the spirit of loyalty to the ruler, ready to "obey the requirements of the law." The provision of textbooks and scientific and methodological literature for the "Legal Studies" course was positive.

Formation of students' knowledge about the state took place mainly in history lessons. In the 19th century, much attention was paid to the content of the subject, problems of periodization of the history of statehood, and teaching methods.

In the 30s of the 19th century, the first textbook on the history of Russia for the senior classes of gymnasiums was published by N. Kaidanov. It corresponded to the ideology of the Ministry of Public Education, which was aimed at theoretically substantiating the need to preserve royal power and the progressiveness of absolute monarchy [8]. In the same vein, in the 40s of the 19th century, a textbook of general history by S. Smaragdov was published.

Defeat in the Crimean War, bourgeois reforms of the 60s and 90s of the 19th century caused a new social upsurge, school textbooks and teaching methods are subject to criticism. The strengthening of the liberal-democratic trend in historical science also affected the content and forms of organization of historical knowledge. In

particular, assessments of the forms and types of states have changed in some school textbooks. Some provisions of the theory of official nationality began to be criticized, some shortcomings of the absolute monarchy were exposed, etc. The method of presentation of educational content about the state was changing. During this period, textbooks by D. Ilovaisky were published [9, 10], S. Rozhdestvenskyi [11], I. Bellyarminov [12].

M. Zinoviev singles out three directions in teaching the history of that time, each of which is represented by a group of textbooks. Pragmatic direction - textbooks by D. Ilovaiskyi, evolutionary - textbooks by N. Kareev, P. Vinogradov, sociological - textbooks by R. Vipper, M. Kovalenskyi. Each of these directions expressed the interests of certain social groups - the first - the nobility, whose interests were protected by the policy of the tsarist government, in the second case - the liberal bourgeoisie, in the third - the petty bourgeoisie [13].

Textbooks of a pragmatic direction were characterized by an attempt to preserve and consolidate the foundations of the autocratic-noble system. So, for example, D. Ilovaiskyi's textbook corresponds to the official ideology - the people, Russian and Russian princes are the founders of the Russian state. The rulers are the makers of history, he draws the attention of the students to their merits. The author denies the transfer of any power to the people, calls the boyar Novgorod Republic a boyar oligarchy. The state of "Kyiv Rus" arose as a result of the unification of tribes centered in Kyiv. The reason for the formation of the state is a geographical factor, namely the flat nature of the area. In the textbook, there are questions for consolidation that related to the concept of "state", for example:

1. Where did the village and district system come from and what are the most important consequences?
2. Draw the geographical location of the main lands into which Rus' was divided and indicate the most important cities.
3. When and why did the decline of Kyiv begin?
4. How does the Novgorod system differ from other Russian lands?

5. List the Moscow princes, indicate important chronological data and favorable circumstances for Moscow?

6. Compare the time and activities of Ivan the Terrible and Oleksiy Mykhailovych? [9, p. 63].

D. Ilovaisky gives a successful presentation of individual political institutions of the state.

Textbooks of the evolutionary direction educated young people on the ideas of a constitutional monarchy and a negative attitude towards the revolution. At the end of the 19th and the beginning of the 20th century, textbooks on general history by N. Kareev, S. Platonov, and P. Vinogradov appeared, as well as methodological manuals by N. Kareev and A. Krolyunytskyi. Representatives of this trend, N. Kareev, S. Platonov, and P. Vinogradov, believed that history should not be reduced to a simple study of facts, a description of the lives of prominent statesmen, but to reveal the importance and meaning of their actions, establish cause-and-effect relationships between facts and phenomena and trends revealing the development process of the state and society as a whole. The authors of sociological textbooks spread the idea of the spontaneity of the historical process and reduced the study of history to the consideration of social and state forms.

Changes are taking place not only in substantive approaches to the study of the state, but also in teaching methods. At the beginning of the 20th century, the question of using visualization in the teaching of history in general, and the processes of state formation, in particular, was developed, which contributed to the conscious assimilation, rather than mechanical memorization, of the material by students. For example, N. Pokotylo in his work "Practical guide for a novice history teacher" familiarized young history teachers with existing textbooks on the discipline, their criticism in periodicals, with the aim of choosing the textbook that would meet the current state of historical science, didactic-methodological requirements. N. Pokotylo divided the textbooks into two groups: with a chronological-bibliographic and systematic structure [14]. In the textbooks of the first group, historical events were presented in chronological order, the central place was given to political history, to

which biographies of historical figures and facts of the socio-economic and cultural spheres of society were added. This group included textbooks by D. Ilovaiskyi [9], S. Rozhdestvenskyi [11], K. Yelpatievsgo [15], and O. Yefimenko [16].

In the textbooks with a system plan, to which the methodologist included the educational guides of I. Kataev [17], M. Kovalenskyi [18, 19] the historical material was presented in the following order: 1) political system; 2) social system; 3) culture and everyday life; 4) external relations; 5) change of territory. As a result, many main facts were considered separately without establishing cause-and-effect relationships between historical events, which made it difficult to understand the material.

Textbooks by P. Vinogradov, N. Kareeva, R. Vipser, S. Platonov, have positive aspects: the material is divided into periods, each epoch is characterized by certain features, the development of the state is shown. This promoted conscious learning rather than mechanical memorization. P. Vinogradov, N. Kareev consider the history of mankind as a single process, establish cause-and-effect relationships between facts and determine their meaning, which contributed to the activation of students' mental activity. Disadvantages - overloading with facts, names, dates. For the first time, the author of the textbook pays attention to the systematization, classification of types of states, and the style of teaching the material [20]. He prefers the study of national history. When studying the history of states, the textbook focuses not on the rulers of individual states, their family relationships, but on the development of the history of social order and state organization. N. Kareev believed that it is necessary to study the history of states that play an important role in international relations, in the general development of civilization. This is explained by the need to acquaint students with the nature of power and administration in different eras, with the peculiarities of legislation and judicial procedures with such monuments as: "Russian Truth", "Courts", "Council Constitution", with such institutions as: "Viche", "Boyar Duma", "Land Councils", with information about changes in territory and population. He pays attention to the formation of concepts characterizing the state: "form of government", "monarchy", "republic", "state-representative institutions", "government", "states", "administration", "court", "laws", "property", "taxes", "finances", "land ownership",

"centralization", "self-government", "status of a person in the state". Students must understand these concepts and use the appropriate terms [21, p. 13, 54].

N. Kareev believed that the study of national and general history should be separate, and a connection should be maintained between the courses. When studying general history, it is necessary to pay attention to important phenomena, giving examples of those countries where they were more vividly manifested: feudalism and chivalry in France, the communal movement in Italy, absolutism in France, educated absolutism in Prussia and Austria. Pays attention to the study of the history of the peoples of America, Australia, Africa, Asia, which are under colonial conquest, the study of the history of the Far East (China and Japan), the history of the Slavic states of Serbia, Bulgaria, and Poland. A textbook of general history should not be a simple sum of the stories of individual peoples, but a depiction of the world-historical process [22, p. 126]. The material should be presented by periods, which helps to better understand the interrelationship of events that take place in different places, and thereby better shows world-historical processes [21, p. 30].

N. Kareev assigns an important role to textbooks. In his opinion, textbooks should not be overloaded with factual material, dates, descriptions of biographies, names of battle participants [21, p. 8]. The material should be presented taking into account the age of the students and their general development. As a result of studying history, students should develop the ability to establish cause-and-effect relationships between two facts, compare, write works, work with history books, documents, maps, illustrations.

In his textbook, Platonov tried to present the past of mankind not as a history of individuals and events, but as a complex process of development, he shows not only international political relations, but also characterizes the internal life of peoples, social relations, the state system, etc. In the textbook, the material is presented in a vivid and understandable language, the concepts are characterized in detail, and they are highlighted in a different font for the first time. When explaining individual moments of the state's history, the author tries to divide and group the material, and presents a presentation plan. Despite the fact that the textbook has many advantages, there is little

clarity in it, there are no illustrations, maps, tables, the presence of these elements could contribute to a better assimilation of the material related to the concept of "state" [23, 24]. The weaknesses of education at that time were the teaching of material without taking into account age characteristics.

At the beginning of the 20th century, textbooks written by practicing teachers appeared. K. Ivanov's textbooks are characterized by the author's ability to positively characterize the activities of kings and princes, which met the requirements of the Ministry of Education. The popularity of this textbook at school was facilitated by the fact that it is free from facts, names and chronological dates, the extensive teaching of the main historical facts and the concise teaching of minor ones, the use of legends, catchphrases, fragments of documents, illustrations, vivid and figurative language. K. Ivanov pays great attention to comparisons. He compares the Russian state and its individual aspects over time with Western European countries. When teaching history, he considers it necessary to use the following teaching methods: heuristic conversation, presentation of information by ear, repetition, chronology, control, work with a textbook, with an anthology, historical readings, homework and class written work, drawing up summaries, tables, working with maps, use of illustrations (pictures) [25].

A. Krolyunytskyi, the author of the work "Experience of the methodology of the elementary course of history", believes that the concept of "state" is the main subject of historical exposition. To reveal the concept of "state", you need to learn the following concepts: "tribe", "people", "nation", "supreme power", "judiciary", "executive power", "legislative power", "law", "legislation", "republic", "monarchy", "administration", students should be able to distinguish the signs of concepts [26, p. 194].

In his opinion, the formation of the concept of "state" should be expanded after studying individual chapters. After the chapter on the states of the ancient East, students should be introduced to the Eastern type of state, its main features: personal will and the absence of law, castes and slavery, the connection of peoples and tribes, lack of governance and complete independence, arbitrariness in governance. After studying the chapter on Lycurgus in Sparta and Solon in Athens, you need to determine

the type of ancient republic (the difference between the Spartan system and the system of Athens, greater similarity of Sparta to the East, direct voting in the popular assembly, the concept of "citizen", slavery, fusion, the concept about a republic with a city community, about a federation of communities and hegemony. After studying Roman history, you need to compare the structure of the Roman republic with the structure of the Greek republics and determine the differences between Rome and Athens. After the division of Roman history, show the similarity of this empire with the East in some essential relationships (the division of the population into estates and slavery), but also a difference from it (Greco-Roman education, unification of parts by general legislation, gradual destruction of slavery under the influence of Christianity. After studying the feudal period in Russia and the feudal period in Europe, it is necessary to determine the similarities and differences, from which it will be better to see the signs of the feudal and feudal system, the difference between the fief and the feudal system, the subordination and dependence of the wife from the prince, the distinction and independence of feudal lords from kings, about the relationship of the great the prince and feudal lords, about the relationship between the king and the feudal lords, as the first among equals to the same equals, about the redistribution of land between princes and the closedness and inheritance of feudal possessions, about the relationship between the population and the prince (forever, slavery only from war prisoners and partly for debts), about the consolidation of the population by feudal lords, and finally, about the political impotence and fragmentation of Russia and Europe. After studying the section on new history, students should have a clear concept of autocracy, mainly based on data related to Russia. Uniting around a common head, establishing an autocracy, contributed to the development of Russia's territorial growth [26, p. 220].

When teaching the structure of the state, according to A. Krolyunytskyi, it is necessary to compare historical phenomena, historical persons, and events, which contributes to the understanding and significance of historical facts. When comparing, there is repetition as a result of the application of facts and chronology.

Works from the history course should contribute to the development of knowledge. The author offers the following topics of works:

1. The gradual expansion of the Moscow principality from the first times to Ivan the Terrible.
2. The emergence of monarchies in the 15th century (Russia, France, Turkey).
3. War for national unification in the 19th century (Greece, Serbia, Bulgaria, Italy, Germany).
4. The founding of states and the spread of Christianity among the Slavs in the 8th, 9th and 10th centuries.
5. Comparative characteristics of the life and activities of historical figures (Alexander the Great, Volodymyr Monomachus, Louis IX, Charlemagne and Peter the Great).
6. How was the Russian state founded?
7. How did western Rus' first come under the rule of the princes of Lithuania, and then the king of Poland?
8. Which Muscovy sovereigns fought against the Tatars and Poland?
9. How did Russia expand under Peter the Great? [26, p. 252].

A. Krolyunytskyi considers the teacher's living word to be the main didactic methods in teaching history – storytelling, historical truth in storytelling, working with textbooks, historical and geographical maps, drawing historical maps by students, writing summaries, drawing up tables, reading literary works and anthologies on history, using visualizations, historical excursions, collection of drawings and creation of a historical album.

The issues of teaching history were dealt with by Y. Kulzhynskyi, who identified three sides in history teaching: real (students' acquisition of certain knowledge), formal (development of mental abilities in students) and moral (influence on their souls). The author sees the purpose of teaching history in secondary school not in the laws of past nations and states, not in facts, but in understanding the idea of evolution. Historical knowledge is needed to achieve an understanding of the state and social phenomena of modern life. The scientist believes that the development of each state takes place according to certain stages common to all, that is, knowledge when studying the history of one country is necessary for studying the history of another country. He recommends

using different methods when teaching history: heuristic conversation, presentation of information by ear, repetition, work with textbooks, textbooks, maps, use of historical documents for students' critical assessment of historical events [27, p. 25].

M. Pokrovin, N. Rozhkov, M. Kovalenskyi also paid attention to the formation of methods of independent work and work with primary sources.

V. Zheltov, V. Tokin, authors of the manual "Experience of the methodology of the elementary course of Russian history" dealt with issues of the methodology of teaching history. They pay attention to the formation of knowledge about the state in students. Events related to the development of the state should be presented in a cause-and-effect relationship with each other, which should contribute to the critical attitude of students to historical events [28, p. 35]. The study of the history of the state should also contribute to the development of patriotic feelings, based on the heroic examples of love for the homeland of Joan of Arc, Minin, Pozharsky, and Peter the Great [28, p. 44]. The authors believe that when studying national history, it is necessary to use information from world history. Historical events should be presented using a chronological-progressive method, as well as a biographical method, when the student gets acquainted with the activities of this or that figure, story, conversation. It is also necessary to use visualization, work with a textbook, repetition, which should be every element of the lesson, because over time the material is forgotten, compiling chronological and dynastic tables, reading books of historical content. Much attention is paid to the personality of the teacher. The study of modern history should give clear ideas about state institutions: judicial and administrative [28].

S. Singalevich analyzes methodical manuals on the methodology of history teaching in the work "On the Educational Significance of History in School". He describes the methodological manuals of V. Khvostov, Sh. Langois and Sh. Senibos, L. Kruglikov-Grechany, and N. Pokotyl [29].

S. Langois and S. Señobos, defining the task of teaching history, indicate that it should give students the facts of the past, acquaint them with the phenomena of political and social life, with customs and state institutions, it should help students realize the peculiarities in the life of different peoples, after which the student will

understand modernity. The grouping of facts is of great importance when studying history, a separate group of facts is those related to the activities of state and political institutions, such as the supreme power (composition, procedure), administration, departments (military, judicial, financial), elected power, meeting. Grouping of facts should take place by nature, by time, by place (chronological, geographical and national criteria) [30, p. 188]. Analytical and synthetic techniques, comparisons should be used when forming the concept of "state", "participatory order", "patrimonial system", "feudal system".

L. Kruglikov-Grechany believed that when studying history, it is not necessary to show negative phenomena, one should choose those phenomena and those persons who have positive signs, but events should be shown truthfully, a truthful depiction of historical facts can have educational value [31].

N. Pokotylo believed that arbitrarily throwing out negative facts of the past life from the course of history is unacceptable, that this will lead to the omission of important historical facts and the course of history will lose the necessary coherence and content, will not give an idea of historical perspectives and gradual changes of individual moments of the past life [14, p. 41]. It is unacceptable to impose certain political and national views, it is also unnecessary to develop in students a tendency to approve of their own, national and negative attitude towards others, this can lead to the affirmation of the false opinion that there is nothing remarkable about other peoples and that there is nothing to learn from them. But there is no need to praise everything foreign, each case leads to the assimilation of one-sided views. Only objective teaching, which pays due attention to one's own, national and correctly assesses foreign, can contribute to the objective assimilation of knowledge about the state. There is no need to use history to inculcate in students well-known political or party worldviews. The school should be outside of politics, outside of parties, outside of class and class aspirations. If students have questions about political or party issues, the teacher should explain them historically. For example, a student tries to find out which form of government is better - a monarchy or a republic. The teacher's answer must be historical, he must show that the monarchy corresponds to certain historical and life

conditions. Another republic, that a monarchy or a republic can have different features depending on the way of life and historical development of a given country [14, p. 43].

Zvyagintsev in his work "History in a folk school" pays attention to the study of folk history. He believes that material culture should be characterized first, and then political culture. The material should be presented not by epochs, not by separate episodes, but by groups of historical phenomena: the history of material culture, the development of spiritual culture, the development of forms of coexistence, courts, political and state institutions, which should be considered throughout history from the original position of man to ours days First of all, the history of material culture should be considered, i.e. the history of methods, conditions of facts that satisfy human needs for food, clothing and housing, and only then should facts from the history of spiritual culture, social and state life be presented, comparing them with the facts of Western European history [32, p. 28-29]. The Methodist identifies the reasons for the formation of the state of Kievan Rus: the constant threat of raids by nomadic neighbors required the Slavs to take care of the protection of the territories occupied by them, to recognize the authority of the prince and his wives, to build fortified cities, the need for protection contributed to the formation of the state in the 10th century. [32, p. 36].

As a conclusion, we can say that the authors of pre-revolutionary official educational literature considered the state as a determining force in the development of the historical process. In their opinion, the creators of the state were not the masses, but the rulers - tsars, kings, princes. From a methodological point of view, the textbooks had a number of shortcomings: they were overloaded with chronological dates, names, teaching was conducted in the spirit of a pragmatic presentation. All this led to the mechanical memorization of historical material, and not to the development of students' thinking. The main forms and methods of educational activity were: multiple repetition of the material, memorizing the text of the textbook, reading, retelling of the textbook, answering control questions. Reproductive education was the basis. Although the teaching of history began with grades 1-2 (ages 9-10) and continued until graduation (ages 15-16), the age and psychological characteristics of students were not taken into account when forming knowledge about the state.

Some authors began to use new techniques that contributed to a better assimilation of historical material, historical concepts, the concept of "state". Such techniques include: comparison of political institutions over time and in individual countries, descriptive description of individual state institutions, selection of characteristics, concepts, conclusions, generalizations in the text, logical division of material into groups, use of visualization, historical documents, formation of students' cognitive independence.

In this period, methodical recommendations for teachers appear, which contributed to the use of new techniques in teaching history.

After the revolutionary events of 1917-1922, radical changes took place in the content of history, the local history component, and other knowledge about society, the state, and law. For more than 15 years, this knowledge has been part of the "Social Studies" school course. The problem of forming knowledge about the state has become one of the central ones in pedagogical science. The teachers worked on the content of the concepts: "state", "Soviet state", "socialist fatherland", "Soviet socialist state", "USSR - a multinational state", "dictatorship of the proletariat", "Councils as a state form of the dictatorship of the proletariat", "state bodies", "functions of the Soviet state", "union republic", "nation-state formation", "autonomy", "sovereignty of the Soviet state", "Soviet citizenship", "state system", are looking for a way to educate Soviet patriotism, proletarian internationalism, fidelity to Marxist-Leninist communist ideals, as well as the subordination of the individual to the interests of the collective, society, and state. At first, they used textbooks on Russian history that were created before the revolution.

The program of the seven-year unified labor school from the 1921-1922 academic year introduced the teaching of a social science course [33], which included the study of history [34, p. 9]. In 1923, comprehensive programs were introduced, including social studies. The main topics of this course were "Working activity", "City and village". Historical material played an auxiliary role for comparing the past and the present. This is how the topic devoted to the state system of tsarist Russia and the Soviet state system was presented. The material was supposed to provide knowledge

about the development of society and the state. Social science programs included the study of, in particular, the most important events in the history of Ukraine. In 1924-1929, "A Short History of Ukraine" was published for students [34, p. 9].

The comprehensive program of 1928 provided for the study of the history of various states, the following topics were offered: "Feudal state - the violent organization of the landowner class", "The state of merchant capital - the organization of nobles and merchants", "Louis XIV and absolutism of the 17th century", "The Parliament of England in the 18th century ." [35].

Analysis of the structuring of educational material on history in the 20s of the XX century. shows that it was based on a linear principle, the study of history was distributed in all classes of the school, but there was no sequence and continuity in the coverage of history. The training manuals were overloaded with facts and details.

In the early 1930s, changes were made to the school education system under the influence of the resolutions of the Central Committee of the CPSU(b) "On Primary and Secondary School" dated August 25, 1931 and "On Curriculum and Regime in Primary and Secondary School" dated August 25, 1932 year [36]. The lesson again became the main form of organization of educational work, and the importance of the teacher in the educational process increased significantly. There was a return to the subject structure of programs, history was taught as an independent subject at school. Thus, the formation of a new subject system of teaching and new approaches to learning began.

In the summer of 1933, history programs were published, and then textbooks on the history of the ancient world, the Middle Ages, and modern history compiled in accordance with them appeared [36]. In 1933-1934, textbooks on history were published: N. Nikolskyi on the history of the ancient world, in which material on the history of preschool society, the ancient East and the ancient world was considered; A. Gukovsky and O. Trachtenberg on the history of feudalism. In the last textbook, material from the earliest times on the history of Western European and Russian feudalism was presented in parallel. The presentation of the material was presented not according to the history of specific countries and peoples in chronological order, but

from individual problems. The following problems were revealed: feudal economy and the position of the peasants, the feudal state, the feudal church and its ideology, cities, peasant uprisings [37].

These programs and textbooks were based on the Marxist-Leninist theory of socio-political formations with the appropriate periodization of the historical process. There was no history of the USSR as a separate independent course. The programs were built as follows: first, 2-3 topics from world history, then a topic from the history of the USSR. As a result, students did not get a complete picture of the history of the state. In the textbooks, the material of national history was presented in separate isolated inserts. History textbooks were not accessible to students because they used complex terminology, the material was difficult to teach, there were no questions and tasks for the topics, which made it difficult for students to work independently. Illustrations, maps, tables, documents, and a chronological table in a textbook on the history of the ancient world had a positive influence on the process of learning history.

A decisive turning point, which fundamentally changed the situation in school history education, was the resolution of the RSC of the USSR and the Central Committee of the CPSU(b) "On teaching civic history in schools of the USSR" dated May 15, 1934. [38].

The resolution laid down the main provisions of the integral methodical concept of teaching history at school:

- 1) teaching historical material in chronological order;
 - 2) informing students of specific historical phenomena and events in an accessible form with the characteristics of historical figures;
 - 3) fixing in the memory of students concrete historical material;
 - 4) development and generalization of historical events and phenomena, bringing students to the Marxist-Leninist understanding of history based on this consideration.
- Resolution of the Central Committee of the Communist Party of the Soviet Union (b) "On conducting an elementary course of general history and the history of the USSR in elementary and junior high schools" dated June 9, 1934. for many years determined the structure and content of historical education in junior and

middle grades: in grades 3-4, it was expected to study an elementary course of national history with brief information on general history (120 hours); in grades 5-7 – the history of the ancient world (120 hours) and the Middle Ages (120 hours). In the senior classes of the secondary school, historical education was finally determined by the initial plan and programs of 1940: in the 8th grade, the history of the USSR was studied until the end of the 17th century. (82 hours) and a new story of the first period (79 hours); in the 9th grade - the history of the USSR of the 18th and 19th centuries. (82 hours) and a new story of the second period (79 hours); in the 10th grade - history of the USSR (82 hours) and recent history of foreign countries (50 hours) [38, p. 168].

In accordance with this resolution, the study of all history courses was introduced in Ukraine, and in particular the course of the history of the USSR in grades 8-9, and by order of the Ukrainian SSR NKO dated August 29, 1935 (No. 889), the teaching of the history of the Ukrainian SSR was introduced. In a number of publications, issues of methods of studying the history of the Ukrainian SSR begin to be highlighted [34, p. 10]. However, since a textbook on the history of the Ukrainian SSR was not created, a method of teaching this subject was not developed, the study of the history of the republic at school in the pre-war years was not established.

A characteristic feature of the methodology of history in the 30s of the 20th century. there is a lack of interaction between methodologists and learned historians in the work on school history courses: methodologists did not interfere in the selection of the content of historical material that was included in school textbooks, and historians, working on the creation of textbooks, practically did not take into account the methodological features of teaching history at school.

Creation of stable history textbooks was taken under state control. In accordance with the resolution of the RNA of the USSR and the Central Committee of the CPSU(b) dated March 3, 1936, a competition was announced for the best textbook for 3-4 grades on the elementary course of the history of the USSR with brief information on general history. In 1938, the "Short course of the history of the Communist Party of Ukraine (b)" was published, which became the methodological base and model for school

history. Any deviation from its provisions came under severe criticism, often with administrative findings.

The authors of the new textbooks built them on the principles of Marxism-Leninism and did not pay enough attention to teaching methods, did not take into account psychological and pedagogical, methodological requirements about the availability of the taught material for schoolchildren of the appropriate age.

Issues of the state were studied by the students throughout the history course. During the study of the history of the ancient world, students were introduced to the emergence of specific states, according to the Marxist-Leninist theory of the origin of the state as a result of the division of society into warring classes. When studying the following socio-political formations, students get acquainted with various forms of the state, functions of the state, with the most important state bodies, found out the mechanism of state management, various types of organization of state power. The entire process of this study was carried out on the basis of specific historical material. The state in an exploitative society was seen as an apparatus of violence and oppression of the working classes of the population.

In 1936, a new course called "Constitution of the USSR" was introduced, which was studied until 1962. It provided specific knowledge about the political and administrative system of the USSR, the task of the course was to prepare "Soviet youth for active participation in the construction of communism, in which all citizens without exception will participate in the management of the state." In order to successfully fulfill their duties, every citizen of the USSR, including schoolchildren, had to know the basics of the Soviet state and social system [38].

The structure of school historical education, which developed in the 1930s, existed until 1959. As for its content, corrections were made to it related to the development of historical science and specific tasks that were set before the school at various stages of the life of Soviet society. The first serious changes took place during the Great Patriotic War. At that time, the tasks of military-patriotic education of the younger generation were brought to the fore. Additional subtopics, questions, and historical information were included in the programs, and then in the textbooks, which made it

possible to cover in more detail the heroic past of the peoples of the USSR and other countries.

In the post-war years, the increased ideological and political orientation of history teaching was preserved and even strengthened. The connection between history and modernity was seen above all as a means of strengthening ideological and political education: the teacher had to use the facts of the past to educate Soviet patriotism, understanding the politics of the party and the Soviet state, and fostering conviction in the victory of socialism and communism.

In the 40s and 50s of the XX century. work on improving existing and preparing new curricula, programs and history textbooks was continued. It included the following stages: preparation of options for the curriculum and programs for eleven-year education (1947); preparation of draft programs for junior high and high schools with the aim of giving graduates a relatively complete understanding of the history of the state and foreign countries in the new era (1951); preparation of new curricula and programs, which were developed taking into account the decisions of the 20th Congress of the CPSU (1955); the subsequent improvement of programs and textbooks in accordance with the requirements of the 20th Congress of the CPSU on overcoming the cult of personality, increasing the role of history in the communist education of students, strengthening the connection between teaching and life, the "practice of communist construction" (1956-1958) [38].

In this period, in the works of O. Strazhev, M. Zinoviev, N. Andrievska and V. Bernadskyi highlights the problem of forming knowledge about the state. What was new in the works of these authors was that they first raised the question of the need for special work by the teacher with students on the most important general scientific concepts, the main of which is the state. The main ways of their formation were determined: using textbooks, working with maps, diagrams, tables, dates, notebooks, drawing up tables, etc.

O. Strazhev in his writings, along with other problems, also touches on the problem of teaching the history of the state in secondary school, as the main methods of

teaching, he singles out systematization, as well as revealing the essence of the state through the study of specific government measures and legislation [39].

M. Zinoviev gives examples of techniques for forming basic historical concepts in students based on the study of specific states. [13].

In 1947, a methodological manual by N. Andrievska and V. Bernadsky was published, in which, in the first part, a separate chapter is devoted to the study of the history of the state in a seven-year school. The authors emphasize that students' problems in the process of studying the history of individual states are explained not only by the difficulties of the question, but also by the inability to teach the material correctly and accessible to children, therefore the main role in the learning process is given to the teacher. The teacher tells, shows, explains, reads. And students simply perceive [40, p. 131]. According to the authors, the main methods of forming knowledge about the state are stories, conversations, work with textbooks, documents, and sayings of Marxist classics.

A new period in the development of school historical education begins at the end of the 1950s, when the law "On strengthening the connection between school and life and on the further development of the public education system in the USSR" was adopted (1958) [38, p. 53]. This law made qualitative changes in approaches to school education: the guiding principle of studying the basics of science at school, which determined the content, organization and methods of teaching, was the close connection of education with life, with production, "with the practice of communist construction." In connection with the task of preparing students for life, the attention of methodologists is directed to solving the problems of increasing the activity and independence of students in the learning process. The student begins to be considered as an active participant in the learning process. New teaching methods spread, which contributed to the intensification of the educational process, the introduction of programming elements, problems, and greater use of technical teaching aids. These problems were reflected in the works of V. Kartsev, D. Nikiforov, O. Vagin, and P. Leibengrub. New phenomena in pedagogical theory and practice began to emerge in

the period of the "Khrushchev thaw" in the second half of the 1950s - the beginning of the 1960s.

Methodical manuals on the history of the USSR by M. Vasilieva, A. Kinkulkina, P. Leibengrub [41, p. 322] devoted to the study of the history of the formation and development of the Soviet state; A. Kostenko - the foreign policy of the Soviet state in 1921-1925, the question of the formation of the USSR, the form of the state system of the USSR [42, p. 370].

During the 60s and 80s of the XX century. there were several turning points that influenced, above all, the structure and content of school history education. In 1959, the resolution of the Central Committee of the CPSU and the Council of Ministers of the USSR [38, p. 196] which defined a new order of teaching history at school: episodic stories from the history of the USSR were studied in the 4th grade, an elementary course in the history of the ancient world in the 5th grade, an elementary course in the history of the Middle Ages in the 6th grade, an elementary course in the history of the USSR in the 7th-8th grade with the most important information from the new and recent history of foreign countries, 9-11 grades - a systematic course of the history of the USSR and a systematic course of the new and recent history of foreign countries. With this arrangement of courses, the study of the history of the USSR was built according to the principle of concentricism (grades 7-8 - elementary course, grades 9-11 - systematic course), and the study of the history of foreign countries was based on the linear principle. Such a system did not last long. On May 14, 1965, the Central Committee of the CPSU and the Council of Ministers of the USSR adopted a resolution "On changes in the order of teaching history at school [38, p. 218]. Instead of elementary and systematic courses on the history of the USSR, one course was introduced in grades 7-9, and new and recent history of foreign countries was to be taught in grades 8-10. Thus, the teaching of history began to be built on a linear principle.

The Ukrainian leadership duplicated the resolutions of the Union bodies. On January 4, 1960, the resolution of the Central Committee of the Ukrainian Soviet Socialist Republic and the Council of Ministers of the Ukrainian SSR "On some

changes in the teaching of history in the schools of the Ukrainian USSR" was issued. In accordance with these resolutions, the system of historical education in the schools of the Ukrainian SSR changed. Its features are that in the course of the history of the USSR in grades 7-9, the history of the Ukrainian USSR was also studied as an integral part of it [34, p. 12].

Changes in history education at the end of the 1950s. demanded the creation of new programs and textbooks. To implement the tasks set forth in the aforementioned resolutions, the Ministry of Education of the Ukrainian SSR and scientific institutions comprehensively and step-by-step solved a number of important problems. First of all, the sector of historical methodology and social science of the Research Institute of Pedagogy of the Ukrainian SSR, in accordance with the achievements of Soviet historiography and pedagogical science and taking into account the advanced pedagogical experience of teaching history in other union republics, determined a scientifically based amount of knowledge on the history of the Ukrainian SSR in a single course of national history. The volume envisages a systematic and specific study of the history of workers of all nationalities who inhabit the Ukrainian SSR, in close connection with the history of the entire Soviet Union [43, p. 120-126]. The content of knowledge was published and widely discussed by the pedagogical community of the republic. On the basis of the program on the history of the USSR compiled by the Academy of Pedagogical Sciences of the USSR, and the amount of knowledge on the history of the Ukrainian SSR determined by historians and teachers of the republic, a draft program of a single course of national history for grades 7-10 of the Ukrainian SSR secondary school was created. In it, the material of the history of the republic was about 20 percent of the volume of the entire program. The program was discussed and approved by a special commission for studying the scope of knowledge of history for secondary school and approved by the board of the Ministry of Education of the Ukrainian SSR. After that, it was published [34, p. 13]. The educational material highlighted the history of the peoples of the USSR in a single course, showed the ancient ties of the Ukrainian people with all the peoples of the USSR, Kyivan Rus as the "common cradle" of all Eastern Slavs.

Simultaneously with the development of the scope of knowledge and the program, their improvement, and in accordance with their content and requirements, a textbook on the history of the Ukrainian SSR was created. In 1961, a textbook by V. Dyadychenko and F. Losya for grades VII-VIII [44] and a textbook by F. Losya and F. Spitsky for grades IX-X [45] were published. They survived many editions and played a positive role in introducing the teaching of the history of the Ukrainian SSR in the course of the history of the USSR in schools under Soviet rule.

In connection with the changes since 1965, new programs and textbooks have been created. The new programs included a more detailed study of the Soviet period and the Soviet state. The attention to the theoretical issues of the course, to the assimilation of basic concepts by schoolchildren, as well as the concept of "state", was significantly increased. A positive phenomenon was the inclusion of issues of a local history nature in the content of national history courses as mandatory material.

In the 70s of the XX century, partial structural changes were made to the programs of individual courses: history of the ancient world (grade 6), modern history (grade 8-9), history of the USSR (grade 9-10), taking into account the research of Soviet historians, methodologists, as well as tasks and conditions of study in the named classes.

Modernized programs, different from the previous ones, contained new components. They highlighted basic concepts, a list of abilities and skills for each class, taking into account the stages of their formation; inter-course and inter-subject connections. The programs also define scientifically based requirements for the assessment of students' knowledge, skills, and abilities, taking into account developmental learning. A list of basic educational and visual aids and technical teaching aids, methodical literature recommended to the teacher was added to them.

One of the features of the programs was that due to the reduction of secondary, complex and duplicative material from all history courses, the time for repetition and generalization was increased. Proposed subject of repetitive and generalizing lessons.

In accordance with the new programs, new textbooks were published, the authors of which were V. Sarbey, H. Sergiechko, V. Smolii, V. Spitsky [46, 47].

During the 50-70s of the XX century an important step has been taken in creating a set of auxiliary manuals. A textbook on the history of the Ukrainian SSR was published for the first time, initially in two volumes for teachers [48, 49], and then in two books for teachers and students of grades 7-8 [50] and grades 9-10 [51]. The "Reading Book on the History of the Ukrainian SSR" was published in two editions (in 1960 and 1968), first in three, and then in two parts (1970-1971). A manual was published, which highlighted the method of using local history material in lessons of the history of the USSR [52]. Later, a book was published with selected illustrative material and methodical advice on their use in lessons of the history of the Ukrainian SSR [53]. The process of creating a complex of manuals and creative development of their structure and content played an important role in the formation of the system of studying the history of the Ukrainian SSR in the course of the history of the USSR. After all, for the development of each manual, it was necessary to solve the problems of selecting educational material, historical concepts, phenomena, events, and facts.

At the same time, the systematization of the selected material took place and a certain logical structure of the basics of knowledge on the history of the Ukrainian SSR in the program on the history of the USSR was created. There is clarification of the content of the history of the Ukrainian SSR, selection of the system of leading ideas, concepts and regularities and the sequence of their disclosure, establishing inter-course and inter-subject connections. Methods of solving complex methodological problems of teaching history as a whole, forming integral knowledge of the history of the Ukrainian SSR were determined. There were also certain requirements for the formation of knowledge, abilities and skills in students of grades 7-10 when studying the history of their homeland. During this period, special methodical manuals for teachers revealed the specifics of learning and learning specific material, including about the state, from individual school history courses.

The methodology of teaching the history of the ancient world and the Middle Ages in the 5th-6th grades was revealed in the manual published in 1970 under the editorship of F. Korovkin and N. Zaporozhets. The manual examines the purpose and regularities of teaching the history of the ancient world and the Middle Ages, the content of these

courses, shows the possibilities of interdisciplinary connections, analyzes the textbooks, and a special section is devoted to the methodology of developing students' thinking and the formation of their abilities and skills in the process of learning history. The authors reveal the problem of formation of the concept of "state", show specific methods of this work. A lot of attention is paid to the independent work of students, examples of its organization are given. F. Korovkin draws attention to the difficulty of forming the concept of "state", which is exacerbated, firstly, by the fact that the scientific definition of the state is not accessible to 5th grade students, and secondly, by the fact that they understand the well-known word "state" as "country", "territory" [54, p. 107].

A kind of continuation of the guide discussed above is the "Methodical Guide to the History of the Ancient World" published in 1977 by H. Goder. At the beginning of the book, the author examines the problems of the history of the ancient world in the school course, pays attention to the formation of students' knowledge about the origin and essence of the ancient state, shows the method of forming knowledge about the state, defines the signs of the state, the patterns of the emergence of the state in the countries of the ancient East, the city-states of Greece and Rome, examines the forms and functions of states (internal - related to the need to protect and strengthen the existing order, organization of irrigation works, and external - expanding the territory), defines and explains the concepts of "monarchy", "eastern despotism", "republic", "democratic republic", "aristocratic republic" compares with the help of a table social power in the tribe and state power in ancient Egypt, the state system of ancient Egypt and Athens [55, p. 34-44]. When forming concepts, it was suggested to use different types of explanation, independent work of students, work with a map, chronology, blackboard, transparencies, transparencies, etc. A positive aspect of the manual is the description of the content and methods of working with film slides in the lessons of the history of the ancient world (10 film slides are described).

An example of a methodical manual of a new type, in which the thematic and lesson planning of the educational material was combined with the definition and solution of general problems of the method, is the book by E. Agibalova and H. Donsky

"Methodology of Teaching the History of the Middle Ages". In the manual, the authors offered several options for methodical development of the lesson, designed for different levels of students. The manual described systematic work on the formation of students' knowledge and skills, gave examples of setting problem-cognitive tasks, creating a problem situation, tasks of a research nature, and creative works. The teacher was offered a wide choice among various methodical options. Methodists paid attention to the formation of students' knowledge about the state, on the material of the history of individual states, the teacher had to show the changes in various forms of the state system, the peculiarities of the form of the feudal state, and determine the types of the feudal state [56].

The method of teaching new history is shown in A. Zavadye's manual. It was compiled according to A. Yefimov's textbook "New History. Part 1" and contained methodological developments of all lessons of the course. The manual shows the ways and methods of studying new material, conducting current, summarizing and final repetition. Without duplicating the textbook, the manual provides the teacher with historical information that helps him to explain certain difficult questions of the course or to specify his presentation, to give the lessons more interest and emotion, recommendations are given on the formation of knowledge about the state when studying various topics of the course [57].

In 1984, the reform of secondary comprehensive schools began. Historical education, reflecting the results of the research work of Soviet methodologists, had to fulfill the following tasks: in order to form integral knowledge about the development of human civilization, create a single course of general history interconnected with the course of the history of the USSR [58, p. 68]; clarify the list and volume of material, eliminate the overload of programs and textbooks, more clearly explain the main concepts and leading ideas considered in history courses, reflect new achievements of historical science in them; to determine for each class the optimal amount of abilities and skills that are mandatory for students to master, to improve the forms, methods, and means of learning, to actively involve students in working on books and other

sources of knowledge, to help them develop independent thinking, to show creative activity [58 , p. 45].

In the 60-80s of the XX century great attention was paid to the development of issues of the formation and development of the Soviet state. An example is the work of G. Klokova [59], where the planning of individual lessons was described in detail, and the development of seminar classes was given. She paid attention not only to the content of the material, but also to the techniques of its study. Great attention was paid to various methodological tools (logical tasks, tables, work with documents), which contributed to a better and conscious assimilation of the material. E. Izrailevych [60] gives recommendations for conducting seminar classes, about various methods of working with documents, periodicals; names abilities and skills that can and should be formed in students. In the works of L. Bakhmutova, at the theoretical and applied levels, the problem of the formation of the concept of the "Soviet state" is highlighted, methodical techniques for identifying the features of the state by examining the structural elements of the concept, the characteristics of their interrelationship and interdependence in the solution of state functions are shown. At the same time, the state was studied in close relationship with law. Much attention was paid to the implementation of retrospective and prospective intra-course connections as a means of understanding the concept of "state", the trends of its development were revealed. The material about the state studied in the course of history was used not only as an illustration for the teacher's explanation, but was the basis for the formation of new concepts, for example, the formation of the concept of "political system", "political regime". The role of the state as the main element of the political system is emphasized, the forms of state government (republic, monarchy), as well as the structural elements of state power are mentioned. Tasks for students' independent work were also developed, designed not only for a reproductive, but also a productive, including creative level of mastering basic concepts, such methodical techniques as working with sources, documents, drawing up tables and diagrams were shown [61]. In the manual for evening school teachers, edited by M. Povolotska, the history of the Soviet state during the years 1917-1964 was considered [62].

In the 1962-1963 school year, new school courses "Social Studies" and "Fundamentals of the Soviet State and Law" were introduced. Also, the issues of knowledge formation about the Soviet state were considered in methodological manuals on social science and "foundations of the Soviet state and law", about the origin and essence of the state, historical types and forms of states, political system, state system of the USSR, organs of the Soviet state.

In 1980, the "Methodical manual for the course "Fundamentals of State and Law" edited by P. Gureev and G. Davydov was published. This manual was designed for teachers, prepared in accordance with the program and textbook approved by the Ministry of Education of the USSR and the Ministry of Justice of the USSR. The authors recommend using knowledge from the history of the ancient world, the history of the Middle Ages, and the history of the USSR when forming knowledge about the state. Students know such types of states as slave and feudal. They know the forms of these states - monarchy and republic (Athens, Rome - republic, Golan, Novgorod boyar republics, eastern despotic monarchies: Egypt, Babylon, China; Absolute monarchies in France, England, Russia) [63, p. 11]. An important role in the formation of knowledge about the state was played by the studied topics: Political system of society; State and personality in the USSR; The national-state structure of the USSR; State authorities in the USSR; State administration bodies in the USSR. When studying these topics, it is recommended to work with documents, textbooks, tables, interdisciplinary connections, and perform creative tasks for better assimilation of knowledge [63, p. 11].

The manual for teachers edited by L. Bakhmutova, G. Davydov, and I. Lerner, which was published in 1984, differs from the previous methodical literature, in which lesson plans were provided for the fact that it revealed the theoretical problems of the teaching methodology "Fundamentals of the Soviet State and Law": interdisciplinary connections; use of visualization and technical means; independent work of students; repetition; checking and evaluating students' mastery of the material; formation of legal skills and concepts [64]. Much attention was paid to the formation of knowledge about the state, the methods of better assimilation were determined: a rational combination

of visual-figurative and oral-logical methods; establishing the connection of the concept with other previously learned concepts; application of concepts in solving educational tasks; posing problem situations; classification of concepts; solving creative tasks, generalizing concepts using inter-subject and intra-subject connections. It was noted that the legal characteristics of the concept of "state" can be successfully used in the study of topics from the history of the USSR and social sciences [64, p. 62-64]. It was rightly pointed out that the establishment of interdisciplinary connections with history contributes to better assimilation of new material, ideas about separate functions of the state, the form of the state system [64, p. 95]. In the methodical manual, written by the author's team under the leadership of N. Nekrasov [65], the discussed issues are related to the stages of the development of the Soviet state, and the peculiarities of the development of the state apparatus are defined. In the methodological manual edited by A. Kinkulkin, V. Mazurenko, S. Shcheprova considered both general issues of teaching social studies and methods of teaching individual topics. The book contains theoretical material, the authors offer techniques for working with documents, textbooks and other literature, options for lesson planning, some tasks for independent work of students are formulated, plans for seminar classes are given, it is recommended to use historical knowledge, the concepts of "state system", "state authorities" are considered and state administration of the USSR and the Union Republics" [66].

The book, edited by G. Druzhkova, summarizes the experience of social science teaching methods, highlights methodological problems and course tasks. The authors indicate what knowledge students from the history course can rely on when studying the issues of the state, how to approach the formation of certain concepts and laws, what types of visualization can be used when studying the issues of the political organization of society [67].

Methodical manual by G. Davydov, D. Karaev highlights the issues of the social and state system of the USSR, the organization and activity of state authorities and state administration, the basic rights and duties of Soviet citizens [68].

In the manual by V. Mazurenko and S. Shcheprov, the main attention is paid to the development of the Soviet state, the activities of the Soviet state apparatus, the authors also recommend relying on knowledge of the history of the USSR, questions for the seminar, topics of independent reports are suggested [69].

It should be noted that in almost all methodical manuals, the list of active forms was supplemented with laboratory and practical classes, final interviews. The teacher was suggested to combine active forms of educational work with forms of extracurricular work.

The analysis of methodical literature makes it possible to draw a conclusion about the development in these years of the methodology of studying state issues in history and social science courses. The development of individual lessons is presented, the use of methodological techniques and tools is shown. However, in the methodical manuals, not enough attention was paid to the reasoned disclosure of the content of concepts by students, the selection of their essential features, consideration of concepts and theoretical provisions in their relationship and interdependence.

During the 60-80s of the XX century in connection with changes in the purpose of education, the content of historical education changed, which was reflected in the development of new programs, the creation of new ones, and the improvement of certain old textbooks. The programs began to include sections dedicated to the formation of concepts, abilities and skills, which contributed to the organization of the teacher's work on the development of the student. In the textbooks, not only the content has changed, but also the methodical apparatus. He strengthened cognitive activity, independence of students, focused on their age characteristics. Textbooks increasingly begin to influence the practical development of history teaching methods. They began to act as a tool for education, upbringing and development of schoolchildren. A clear system of knowledge about the state was formed, which corresponded to the Marxist-Leninist teaching on the development of society.

The problems of the formation of knowledge about the state in the Soviet period were reflected both in dissertation studies on the methodology of teaching the history course, and on the problems of teaching the school course on the Constitution of the

USSR and social studies. At the end of the 1940s, dissertations by V. Proshlyakova and I. Kondratiev were written devoted to the formation of the concept of "state" in the course of the history of the USSR. The works of I. Donets and Z. Rogushina are devoted to the question of the formation of knowledge about the early feudal state - Kyivan Rus. At the beginning of the 50s of the 20th century, Yu. Mazurenko's dissertation was defended, in which the methodology of studying the topic "The State System of the USSR" was considered, and Ye. Vinogradov's dissertation, which showed the methodology of forming initial knowledge about the state in the lessons of the ancient world. The work of L. Bakhmutova is devoted to the formation of knowledge about the Soviet socialist state in the courses of history of the USSR and social studies. Dissertations of P. Hora were written on the methodology of formation of historical concepts in the early 70s of the XX century. - L. Semenyuk. Peculiarities of teaching the Constitution of the USSR are considered in the work of N. Nekrasov.

Conclusions. In connection with the socio-political restructuring of the mid-1980s, historians, lawyers and methodologists faced the task of finding new approaches to the goal of teaching history and jurisprudence, determining ways to overcome negative phenomena in historical and legal science and school history teaching. This seriously affected school historical and legal education, stopping for a certain time the study of teaching methods and bringing to the fore the issue of the content of historical and legal education, in particular, the issue of providing students with knowledge about the state.

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