

3. Features of development of education in Ukraine in the 50-80s of the twentieth century

Abstract

Many scientific works have been devoted to researching this problem. Issues of development of education in Ukraine in the 50-80's of the twentieth century. They were linked to the Communist Party's governing activities, and most often publications were devoted to national holidays. Today, interest in the development of education as an integral part of our society is increasing.

Education developed in specific conditions, being fully influenced by the Communist Party of the Soviet Union, having little space for internal initiative.

The school played a prominent role in the training of future personnel and ideological education.

The focus was on the formation of a typical Soviet system of school education, which was accompanied by ideological pressure of state authorities, leveling of national differences. At the same time, the state policy in the field of education of the studied period envisaged the restoration and development of a network of schools, elimination of illiteracy and inscriptions of the population, implementation of the Law on General Compulsory Training, which would increase the number of children covered by school education.

Since the late 1950s, three reforms have been carried out in the education. The reform of 1958 expected to transition to polytechnic education. In the 1960s, it was decided to move to compulsory eight-year education. In the 1970s, there was a transition to compulsory general secondary education in general education, but also in a vocational school. The 1978 Constitution legally approved the provisions on general secondary education. In 1984, a new reform of education was carried out, according to which the transition to study from six years was carried out, and secondary schools were transferred to an eleven -year term of study.

The greatest influence on the development of pedagogical theory and practice was made by the work of the world -famous teacher V.O. Sukhomlinsky. The folk pedagogy of the Ukrainian nation is an important source of wisdom of previous generations.

In the 60-80s of the twentieth century. The authorities pursued a policy of Russification of education and displacement of the Ukrainian language. In the 1970s and 1980s. The structure of education was traditional and had the following appearance: preschool institutions, general schools (boarding schools), which gave incomplete basic education (8 classes) and full (10 classes), vocational schools that carried out recruitment after 8 and 10 classes, technical schools, higher education institutions, universities and postgraduate education institutions. It was these stages of education that contributed to: • spreading the period of study to the entire life cycle; • ensure systematic, regular acquisition, restoration of knowledge and skills in which a person feels the need for a change in the surrounding reality; • learning contributed to the self -realization of each person.

Introduction

To some extent, the problem was touched by Soviet scientists in their writings in the second half of the 1950s and 1980s on the development of education and school. Monograph MS Gritsenko "Essays on School History in the Ukrainian SSR (1917-1965)", focuses on the positive and decisive influence on the education of Ukraine the creation of a single Soviet school system. Like all, the works were written on the basis of Marxist-Leninist methodology, in particular periodization, which was based on the history of the Communist Party. However, with the beginning of the "Khrushchev" period, there was a certain weakening of ideological pressure, the general tendency to overcome the cult of Stalin's personality, which to some extent positively influenced the Ukrainian pedagogical thought, which still remained part of the Soviet [1]. Thus, during the 1950s and 1960s, no generalizing work was created on the development of school education in Ukraine in the context of reforms.

Kolaska I.V. The monograph "Education in Soviet Ukraine" (1970) publicly reveals the policy of Russification in the field of Ukrainian education in Soviet times. When writing the work, the author, in addition to published Soviet sources, used, collected on occasion, unpublished materials, as well as his own observations [2].

Since the 90s of the twentieth century. And at the beginning of the XXI century. The Ukrainian historiopedagogical historiography is gradually reviving. At this time, works (articles, manuals, dissertations, etc.) of Ukrainian scientists appeared, where within the modern historical and pedagogical paradigm in the context of various problems, certain educational reforms, government educational documents, namely: development of the Ukrainian National School.

In the scientific work of Berezovskaya L.D. "Reforms of school education in Ukraine in the twentieth century: documents, materials and comments" reflects the organizational aspects and procedural and content components of reform of school education at different stages of its development in Ukraine in the twentieth century. in the context of socio-economic, socio-political, and especially-pedagogical reasons [3].

In the monograph L.V. Pyrozhenko "Reforming the content of general secondary education (mid 60's-early 80's)" outlined pedagogical prerequisites, causes, progress and consequences of reforming the content of domestic school education in 1966-1984 in context political and socio -cultural changes in society. The content of school education is analyzed on the basis of a large array of archival and published sources, curricula and programs [4].

In the scientific work Luzan P.G. "History of Pedagogy and Education in Ukraine" covers the main stages of formation and development of pedagogical thought and education of Ukraine from ancient times to the present [5]. Particular attention is paid to the staff, the coverage of the pedagogical heritage of the prominent domestic thinkers - philosophers, enlighteners, teachers.

Setting the task. Researchers' attention on the development of education in the 50-80's of the twentieth century, Russification of school education and an attempt to reform it remains relevant.

The purpose of scientific research is to try to analyze the main directions of development of education in Ukraine in the 50-80s of the twentieth century, the results of the reform of school and education in the 60-80s of the twentieth century.

3.1 Development of education in the 50-60s of the twentieth century

After the end of World War II, which caused a lot of losses, the first task in the field of education was to rebuild secondary schools in cities and areas affected by occupation and to study children across the country.

1946-1956 became not only a period of post-war reconstruction, but also the development and optimization of national economy and cultural construction, raising the educational level of the population, restoring the activity of the educational system of the republic, determining the main directions of its further development.

At this time, the key trend in state educational policy was to increase the care of the state over orphans. Particularly acute during this period was the problem of homelessness and homelessness. Therefore, it was decided to create a wide network of children's institutions to provide children with normal living conditions. They brought up the bulk of orphans who studied the state in elementary, seven-year and secondary schools. Thus, children under 14 years of age were accepted in the children's orphanages from the adventures, from the institutions of the mother and the child. The City Department of Public Education took care of employment of orphans after graduating from educational institutions [6].

The plans of the second five years have approved the transition from seven -year to general secondary education in major centers of the country [7, p. 305].

In 1945, a decree "On Improving the Propage of Teachers" was adopted to improve the work of pedagogical educational institutions, which planned a number of measures: a) to refuse short -term training of teachers from persons without secondary education; b) to open pedagogical schools, pedagogical institutes with a constant number of students in the first course; c) expand postgraduate studies at pedagogical institutes, introduce annual preparation for teaching activities; d) to seek help from the

local councils of workers 'deputies to strengthen the educational and material base of pedagogical institutes and improve students' service.

In Vinnitsa, this task was performed by a pedagogical school and a pedagogical institution. The school worked in the premises of the former teacher's seminary. At the school there were courses of retraining. In 1959, the Vinnytsia Teachers' Institute, which worked on the basis of the pedagogical, ceased its activities, and the students who studied here were transferred to the relevant courses of the Pedagogical Institute. Until 1955, three faculties were functioning in the educational institution: physical-mathematical, historical, philological and foreign languages. By 1958, the Vinnytsia Pedagogical Institute prepared more than 6.5 thousand teachers of different profiles at the stationary and correspondence departments. The Vinnytsia Regional Institute for Improving Teachers' Qualification was active [8, p. 211-213].

The issue of reconstruction of the school in the post-war period has become important to the entire Ukrainian population. The number of schools and students gradually increased.

In 1949, there was a transition to a general compulsory seven-year education [9].

In the 1950-1951 academic year, 30950 secondary schools were already operating in Ukraine, which studied 6615147 students. Compared to 1940-1941, the number of schools increased by 174 units [1, p. 188].

In the first postwar years, a great deal of work on organizing a school network was carried out in Ukraine: united schools with a small number of students, opened schools at orphanages, reorganized schools into seven-year and secondary, as evidenced by Table 1.1.

Table 1.1

Schools in the Ukrainian SSR in the 1950s.

Educational years	Number of schools	Including				Total students
		Initial	Seven years	Medium	others	
1950-51	31055	14776	12951	3223	105	6841906
1951-52	30693	13946	12582	4039	126	6795336
1952-53	30499	13404	12233	4725	137	6421896
1953-54	30249	12864	11958	5278	149	6206792
1954-55	30333	12824	11629	5722	158	5876005
1955-56	30063	12634	11274	5985	170	5524754
1956-57	30236	12822	10964	6284	166	5500000
1957-58	30798	12985	11002	6638	173	6200000

Source: Gritsenko MS Essays on the history of the school in the Ukrainian SSR (1917-1965). K. 1966. P. 191; Soviet school. 1957. №6. P.8

The planning and expanded networks of schools took into account the need to provide learning in the native language. At the same time, schools with Russian, Moldovan, Polish, Hungarian teaching were opened.

Table 1.2

Language of study in schools in 1953-1954 r.

Language language	Number of schools	Including			Total students
		Initial	Seven years	Medium	
Ukrainian	25192	11185	10316	3691	4460781
Russian	4027	1429	1305	1293	1414551
Moldavian	173	62	91	20	32590
Hungarian	98	35	59	4	16437
Polish	6	2	-	4	2203
Ukrainian and Russian	52	1	24	27	26791
Russian and Moldavian	3	-	1	2	1117
	29551	12714	11796	5041	5954470

Source: Gritsenko MS Essays on the history of the school in the Ukrainian SSR (1917-1965). K. 1966. P. 192.

As noted in Table 1.2 in the schools of the Ukrainian SSR in the first half of the 1950s. Teaching in Ukrainian prevails, and Russian has been taking second place.

On February 25, 1951, the Council of Ministers of the USSR adopted a resolution "On the work of dining rooms and buffets for students in schools of the Ukrainian SSR", which was tasked with expanding the material base of school nutrition. An important condition for the implementation of general compulsory learning is the organization of nutrition of children at school. But not all schools have completed this task, only 60% were equipped with a dining room, 87% - buffets. At the end of the fifth five years, food has improved.

In 1958-1959 The plan was implemented by 72% and 88%, and the number of canteens at the beginning of the 1960-1961 academic year was one third less than in the 1954-55 academic year [10, p. 379].

At the end of the fifth five years, free food for children in schools is spreading at the expense of the universities and collective farms. In 116 schools of Chernivtsi region, children were given free milk, rolls, cookies. In some schools of the republic, children were given hot breakfasts in the thermos. The collective farms were supplied with fresh fruits, vegetables, milk to the dining room and buffets.

After the order was adopted by the Ministry of Commerce, Education, Health and the Board of Ucoopspilka "On additional measures in further improvement of nutrition care for students of secondary schools" (1964), the situation began to improve.

According to this order in 1963-64 50% of urban students and 30% of rural school students were provided with hot food, and children of grades 1-4 in cities received free milk. In the next academic year, these indicators increased significantly.

Significant assistance to children, semi-orphans and children from large families, provided funds of the universal, which was replenished by the public, the students themselves through the collection of waste paper, metal, the sale of products of school educational and research areas, the funds for the seeds of trees, medicinal plants, etc.

These revenues gave the opportunity to increase assistance. Thus, in the Vinnytsia region in 1959-1960 Almost 20,000 students received assistance, and already in 1961-62. - 24980 [11].

With the adoption of the Central Committee of the CPSU and the Council of Ministers of the USSR of September 15, 1956 and the order of the Council of Ministers of October 13 of the same year began to create a network of boarding schools, schools and extended day groups [12, p. 8-14].

Children in these educational institutions were around the clock or throughout the day. In schools and groups of extended day, children were under the supervision of caregivers, with their help performed their homework, fed on time, adhered to the regime of the day.

1956-1957 In Ukraine, 50 boarding schools began to work, in which 10275 children lived and enrolled. Already in the next 1958 their number increased to 80, and in 1959 - to 90. Particular attention was paid to the quality of teaching staff.

The first boarding school was opened in Tulchin in 1956, and in 1958-59. There were already 5 for 1160 students [13, p. 382].

Table 1.3

Boarding schools of Vinnytsia region (1950-1960)

Years	City		rural	
	Number of schools	Number of students	Number of schools	Number of students
1950-1951	2	139	3	488
1960-1961	4	377	5	413

Source: development of education in Vinnytsia region. Local Studies. Statistical collection. Vinnitsa, 2010. P. 28-29.

From Table 1.3 it is noted that the number of rural boarding schools in Vinnytsia region in the 50-60's of the twentieth century. more than urban [14, p. 28-29].

Collective farms, parents, and the public participated in the creation of boarding schools. Accordingly, it also happened with groups of extended day. Some schools of the republic have completely switched to an extended day regime for all students. In 1961-62 About 3% of students went to schools and groups of extended day. The quality

of students' knowledge was much higher and was at least 50%. Although there were quite unfortunate moments when there were no rooms for children in schools.

Thanks to the systematic and persistent work of teachers, a thoughtful school network plan, organization of systematic transportation of students, rational placement of school boarding schools, assistance to the public in many areas of Ukraine, all children were covered by education.

During the thaw, accents in school education change.

In the project of the Central Committee of the CPSU "Directive of the Twentieth Congress of the CPSU under the sixth five -year plan of development of the USSR national economy for 1956-1960" - "Documents of great political importance and powerful power" - the main task was to carry out general secondary education in cities and rural areas through education of children and young people in secondary schools (decades) and secondary specialized educational institutions. The school was considered as a kind of "smithy of personnel" - the younger generation, teaching, parents, the public as a whole.

The main task for educational institutions was to prepare the younger generation for socially useful work, to educate him respect for the basic principles of socialist society. The Soviet School focused on the preparation of multifaceted graduates who would know the basics of science capable of systematic work, would participate in the production of the values necessary for society [14, p. 92].

Problems of reforming the content of school education were discussed at the Republican meeting of the heads of regional schools and directors of institutes of teachers' qualification of teachers on the results Persons, its negative impact on students' consciousness.

Educational reform in the Ukrainian SSR was carried out in the context of the union in the following areas: introduction of a total 7-year training; expansion of secondary and polytechnic education; raising the level of educational work; extension in schools of extended day groups; construction of schools; updating the content of education (review of curricula and textbooks) in accordance with the decision "On Overcoming the Cult of Person and its Consequences". Recorded and updated

textbooks on Ukrainian literature for students of grades 5 - 7 and 10, from the recent history and history of the USSR for the 10th grade, etc., came out of printing and updated. [14, p. 93].

On June 27-28, 1956, a Republican Scientific Conference was held, which raised the issue of polytechnic training of students.

On April 18, 1958, in his report at the XIII Congress of VLKSM M. Khrushchev, in his report, he emphasized the education of respect among students for physical labor and preparation for work in production. At the scientific and practical conference on industrial training it was noted that 55.1 % of schools in 44 specialties introduced industrial training. Over the next two years, industrial training was to be introduced in all schools of the USSR. Due to the insufficient provision of appropriate specialists, the unpreparedness of teachers, a decision was made to create in each area for one 8-year school for the experiment.

On December 24, 1958, the Law on Strengthening the Communication of the School with Life and the Further Development of the Public Education System in the USSR was issued. The law consisted of introduction and four sections: "On Secondary Education", "On Vocational Education", "On Secondary Special Education", "On Higher School". This document envisaged a structural restructuring of a comprehensive school, namely:

- transition to compulsory 8-year education for children aged 7 to 15-16;

- Structure of the main types of schools:

- a) schools of working and peasant youth (evening and correspondence secondary schools), where young people who work, on the basis of 8 classes, receive secondary education and improve their professional qualification for 3 years;

- b) secondary general labor polytechnic schools with industrial training (11-year: 8 classes + 3 years for obtaining full secondary education and vocational training in one of the sectors of the national economy);

- c) technical schools and other secondary specialized educational institutions, where general secondary and secondary special education is obtained on the basis of 8-year education [15].

Thus, the eight -year incomplete secondary work Polytechnic School has become a mandatory basis for secondary education. Increasing the duration of education in the first stage of secondary education for one year should contribute to the unloading of students, a more in -depth study of the basics of sciences, the wider general and polytechnic preparation of students. In the course of educational work, the school was obliged to acquaint students with various types of work, to help them consciously choose the future profession. Young people received full secondary education in the second stage of study. Secondary education could be obtained in three ways: evening (variables) secondary schools in working and rural youth (3 years); secondary general labor polytechnic schools with industrial training (3 years); technical schools. Secondary general labor polytechnic schools with industrial training should be established in cities and rural areas. The training program envisaged to combine general, professional and polytechnic education. At the same time, the ratio of theory and practice in industrial training and alternation of periods of study and labor should be established depending on the profile of special training of students and on local conditions and seasonality of agricultural work (in rural schools).

According to the curricula of the period of 1954–1959, the distribution of hours to study Ukrainian and literature and languages of national minorities in the USSR was carried out according to the same tendencies as hours for the study of the Russian language. There were characteristic changes in the distribution of hours in favor of objects of natural science, mathematical and labor systems. Accordingly, the number of hours for physics and chemistry has increased slightly. In addition, with the transition to eleven -year school, it was planned to increase the load from mathematics to 72, and physics up to 39.5 hours a week. At the same time, there was a tendency to reduce the time to study the philological subject system. In 1957-58. Almost all schools in Ukraine switched to new curricula, according to which the preparation of senior students for work at enterprises and collective farms was envisaged. Thus, in the curriculum of 1957-58. from which logic, psychology and calligraphy were removed (total 8 hours per week), work and practical classes, workshops on electrical engineering, agrochemistry, etc. (total 18 hours a week) appeared [4, p. 38].

The question of teaching language at school was special at this time. In 1938, a resolution "On Mandatory Learning of the Russian Language in the Union Republics of the USSR" was adopted.

In 1958, the provision on the study of the second language "at the request of parents" was adopted. Since no one canceled the 1938 resolution, according to these documents, the Russian language in Ukraine was mandatory, and Ukrainian - who wants.

Thus, knowledge of the Ukrainian language, in contrast to Russian, was not required. In the educational sector, this was found, first of all, in the infamous law of voluntary choice of languages, which was enshrined in the legislative acts of the USSR of December 24, 1958 and the USSR of April 17, 1959 in one of the articles of the Law "On Strengthening the School with Life and Life and Life Further development of the public education system in the Ukrainian SSR »stated that education in Ukrainian schools is carried out in the native language of students. The parents had to decide themselves to the school with what language of teaching to give their children. The continuation of this was the note of the Ministry of Education of the Republic to the Central Committee of the Communist Party and the Council of Ministers of the USSR of January 23, 1960 "On measures to improve the teaching of the Russian language in schools of the Ukrainian SSR".

In the late 1950s. In particular, in Vinnitsa their percentage was 49, Khmelnytsky - 42.2, Zhytomyr - 36.5, Zaporozhye - 23.8, Lugansk - 5,2, Kadiivtsi - 3.8 respectively [16, p. 44].

The law stated that educational work in an eight-year school should be built on a combination of study of the basics of sciences, polytechnic education and labor education, wide involvement of students in their age of socially useful work. Therefore, the Council of Ministers of the USSR was to take measures to strengthen the material base of schools, to eliminate the multifaceted classes, to organize industrial training, to provide high school students for training places for vocational training and industrial practice.

On October 14-16, 1959, the Second Congress of Teachers of the Ukrainian SSR was held in Kyiv. In the speech of the Minister of Education of the USSR I. Bilodida it was noted that the Soviet school has achieved outstanding success in the upbringing and education of children and youth for more than 40 years of its work. There are 34,600 schools in the USSR, with more than 6 million students. The number of seven-year schools compared to the pre-revolutionary period increased by 105 times, and the average - 184 times. The report noted that a number of schools of the republic introduced industrial training as the most important form of polytechnization and preparation of students for work. About 508 thousand students were covered by industrial training. Most of the graduates of 1959, in addition to the certificate of maturity, received a certificate of their profession [17, p. 16].

More than 18,000 ten-graders have gained a tractor driver, 4,000 - a combiner, as well as drivers, locksmiths, lath.

According to the Minister, the production training of students has much expanded the educational opportunities of the school. In the production process, students work on different machines, have a business with new and latest mechanisms, are included in the life of the production team

According to the Law on the School in the Republic, it was planned to create schools for young people who work, without interruption from production, will be able to obtain secondary education.

In 1959, the implementation of the Public Education Act, on the transition to eight years of education, respectively, new curricula and programs were introduced. Although there are some problematic situations. Some students do not go to school. To ensure the implementation of general compulsory training, it is recommended to expand the grid of schools and groups of extended day, to organize for students who live at a distance of more than 25 km.

Accelerated since the late 1950s, the development of industrial production and some support for agriculture (the criteria for planning in agricultural production have been changed, as a result, instead of rigid regulation of the collective farms, the collective farms were given the task of handing over a certain amount of different

products and some freedom of action in the choice of the most favorable economic conditions) contributed to the improvement of the welfare of the general population. During this period, M. Khrushchev was initiated by a large -scale residential (from 1956 to 1963, more housing was built than in the previous almost 40 years) and industrial construction. The material status and equipment of schools, working conditions of teachers and conditions of life and training of students, especially rural (including collective farmers, were improved (including collective farmers received a person's certificate and the right to move freely around the country, increased wages, cards for basic food products, etc.) were canceled. As a result, at the turn of the 60's, the urban population was equal in terms of rural, and in the coming years began to prevail.

In general, in the USSR, the number of schools in the 1959/60 academic year was 1.704, where 519.428 children were educated. Most establishments were in cities (922 against 782). The villages were dominated by elementary (424 with a number of 14.800 people against 202 of 21.100 respectively) and eight years (245, where 32.500 people studied, 226 and 91.600 in cities, respectively). Cities were dominated by secondary schools (249 from 196.800 students against rural areas - 54 of 17.400 children), ten years (177 of 111.800 against 54 and 13.400, respectively). There were also 55 boarding schools with 1.800 children, 1 forest school with 100 persons, 2 schools for rural children with a contingent 313 people in cities, and 1 with 157 children in the village. There were 11 schools for mentally retarded children, 7 of them in cities (with 795 children) and 4 (395) in villages. That is, the city continued to play the role of the educational center. It was dominated by secondary and ten -year schools with the appropriate contingent of children. Compared to the previous-1958/59 school year, the number of boarding schools increased. By tracking dynamics for two school years, It can be noted as a whole about the increase in these types of educational institutions from 3.332 to 3.372, respectively. But the number of eight -year, medium and medium -sized ten -year -olds decreased from 630 to 626, from 472 to 471 and from 345 to 303, respectively. However, 412 schools in the region did not comply with the Law on General Compulsory Learning: not covered by 5.480 children (which was 1.05% of the

total number of students). Including among students of grades 1 - 4 - 509 children, 5 - 7 - 1.430 and 1.074, respectively, who have never been attended at school. 376 mentally retarded children, 81 deaf, 33 blind and 601 patients were not covered by this total number; 2.467 - who graduated from grades 7 but did not have full 15 years and did not study in grades 8-10. In total, 1.924 people did not attend school without good reason. The admission plan to 8 classes of the region was completed by only 22% (against almost 25%, which regulated the national economic plan of development of the educational sphere). Including in cities - 19.7% and villages - 2% [16, p. 45].

On October 22, 1962, under No. 153, the Ministry of Education of the USSR issued an order "On deficiencies in the knowledge of school graduates, discovered on the entrance examinations to the VN." The document referred to the need to make efforts to teachers of general education and teachers of higher education institutions to increase the level of knowledge through the organization and holding of seminars, Olympiads in various subjects, the exchange of advanced pedagogical experience. Particularly emphasized on the fight against oco -copies and liberalism in the process of evaluating students and students. For example, the level of mathematics knowledge was below average and 55% of students are unsatisfactory. However, according to the picture that the education departments were submitted to the public, these interests were much higher. Actually, the officials themselves gave rise to the processes of misinformation and lies. The reasons for the low quality of students' knowledge were: the formal nature of the test and evaluation activity of teachers; inability to apply theoretical knowledge in practice (for example, the formula in the process of solving exercises or task); Low level of development of logical and mathematical thinking of students, inability prove the statement and one's own opinion; confusion in the concepts of "definition", "sign", "theorem", "axiom"; use of non -rational ways of calculation; Weakness of knowledge of the properties of functions and their graphs.

During several academic years, after the adoption of the Law on Strengthening the Communication of the School with Life and the Further Development of the Public Education System in the Ukrainian SSR ", some changes have taken place in the educational process of the Ukrainian SSR schools. The network of educational

institutions and the number of students in them have increased. In the countryside, elementary and eight -year schools prevailed, and ten -year and secondary in cities. Along with these institutions, there were others - boarding schools. However, despite peacetime, not all children visited establishments. There were both objective and subjective reasons. The educational and material base of schools was gradually improved, which was found in the construction of establishments, rooms, workshops, allocation of land and more. The success of the students remained at an average level. It was the best of the school elementary school students. In the educational work remained a formal approach, the success was low. In the late 50's - early 60's. Legislative acts in general declared equality in the study of native and Russian languages [16, p. 47].

In the Ukrainian SSR, this problem was coordinated in such a way that the loss of the position of indigenous peoples was traced, and the Russian language was more widely used. This was discussed in I. Dzuba "Internationalism or Russification?" The author noted that in 1963 in the USSR printing in Russian was 75 % of names and 81.4 % of the circulation, and the languages of all non -Russian peoples - only 25 % and 18.6 % of the circulation. The step to the situation was the step of the participants of the All -Ukrainian Scientific Conference on Ukrainian Language in 1963 in Kyiv. They proposed to proclaim Ukrainian in state and public institutions. But the authorities remained away [18, p. 16].

Following the change of the party and state leadership of the Soviet Union in October 1964, the reformation processes in education that took place during the time of M. Khrushchev, for some time they stopped, but subsequently the reform of education was continued. Since 1964, a 2-year period of study in high school was established on the basis of 8th grade instead of 3-year. The school became 10-year-old. The reasons for leaving the 11-year school were: the first demographic crisis (the school was graduated from the children of war, and therefore to keep young people extra year at school was unjustified); A small percentage of 11th grade graduates went into production by a specialty; poor material and technical base of industrial training; In many schools, production training was not organically related to the study of the

basics of sciences. In this connection, in 1966, partial changes were made to the Law on School, which canceled compulsory professional training in secondary schools that did not justify themselves (only a small percentage [5, p. 176]).

Since 1966, the widespread introduction of compulsory ten-year education began, and it has been introduced not only in the secondary school, but also in the system of secondary specialized education and vocational training. In November 1966, a resolution was issued at which schools introduced optional courses in individual subjects, starting from the 7th grade, which were selected at the request of students, determined the order of organization of differentiated learning-the creation of a certain number of schools and classes with in-depth study in 9-10 The classes of individual subjects, the teaching of systematic courses from the fourth grade, not from the fifth, was established.

For the 50-60s of the twentieth century. It is characterized by an increase in the prestige of education. At this time, there was a competition when joining higher education. Students are of great interest in the study of physics, chemistry, biology, since the professions of engineer, mechanic and technologist were then necessary for society. It was the time of starting space and rapid development of the chemical industry and mechanical engineering. The country was covered by large industrial construction, which required specialists of these professions for new factories and factories [19].

In 1969, the USSR Ministry of Education was established, which took over a number of functions of the Ministry of Education of the USSR, which significantly limited the former autonomous existence of the latter, which helped to strengthen the centralization of the management of the education system.

A prominent feature of the 60-70's was the politicization of the educational process. In addition, since 1968, military training in higher education institutions has been restored, and since 1972 it has become compulsory in all secondary schools of the republic [20].

Significant in the 1960s was the introduction of a study system of study at the Ukrainian school. During these years, many enthusiasts, good organizers, true masters

of pedagogical business are distinguished among teachers of schools and employees of public education. Also at this time new teaching methods (problematic, programmable learning, research method, etc.) are widely introduced in the secondary school.

3.2 Pedagogical activity of V.O. Sukhomlinsky (1918-1970)

On the 60-70's of the twentieth century. The activity of the prominent Ukrainian teacher Vasily Sukhomlinsky is the activity of the prominent Ukrainian teacher.

The name and work of the prominent teacher V.O. Sukhomlinsky is well known to a wide range of readers. Each of them is attracted to the wide and colorful literary and pedagogical heritage of the teacher-innovator and a vivid publicist. His theoretical conclusions, research, personal experience with children, literary heritage is an invaluable contribution to domestic pedagogical science.

Born V.O. Sukhomlinsky in the village. Vasylivka of Kirovograd region in a peasant family. In 1934 he graduated from preparatory courses at the Pedagogical Institute, and next year began his long, pedagogical path. In 1938 he graduated from the Poltava Pedagogical Institute. During the Second World War, he was a political company in the army. After a serious injury in 1942 and treatment in the hospital, he returned to pedagogical work. After the release of Kirovograd region from German invaders, he moves and works as a head of the district. From 1948 until the end of his life, he held the position of director of Pavlivsk Secondary School. It should be noted that pedagogical views Sukhomlinsky was formed during the painstaking teaching work [10, p. 386].

Sincere love for children and true pedagogical culture for V. Sukhomlinsky concept are inseparable. He repeatedly wrote that the most important in his life was love for children. V. Sukhomlinsky transformed, developed and used the ideas of domestic and foreign educators. With his works "Education of collectiveism at schools", "Pedagogical collective of the middle school", "Spiritual world of schoolboy", "One hundred tips of the teacher", "Pavlskaya secondary school", "I give the children", "Birth of a citizen", "Methodology of education" Vasyly Oleksandrovich discovered those universal problems and contradictions of the relationship between the

individual and society, which is the driving force of their development, and proposed the humanistic method of formation of the relationship of the child in the school years. An important principle of existence of relationships between social and personal V.O. Sukhomlinsky considered humanization at social, state levels as the essence of pedagogy, its principle, as the purpose of formation of relationships, as a basic component of the content and other learning tools as a quality of upbringing. V.O. Sukhomlinsky's views were based on the humanism of human and team relationships. Unity, which is constantly evolving and improving. The harmony of relationships between person and society can create a "spiritual community" between people in society. There is no, according to V.O. Sukhomlinsky, a special "science of love", is the science of humanity, and the one who has mastered this alphabet, prepared for noble spiritual-psychological and moral and ethical relations. He regarded the true humanity of pedagogy as preserving joy, happiness to which he has the right Every child, and true humane education - as a person in which a person feels not only a pet, but responsible for the fate of other people, for the life of the team.

Everyone should be happy, and in this it should be helped by the school. Mastering the curriculum should not be limited, to exhaust the spiritual life of the school and its pupils. In order to form a culture of desires, he believed, V.O. Sukhomlinsky, teach the students of the alphabet of moral culture [10, p. 388]. The teacher considered the school a holy place of humanity, good and truth, a place where attention should be dominated by human dignity, mutual trust. According to V.O. Sukhomlinsky, the school should educate a person who is able to appreciate his own honor and dignity, is able to control his behavior, subjugate personal interests to the public, forming them on the basis of the desire for the common good. He saw an extremely important educational problem in "continuously develop self -esteem in a person."

An important place in the developed V.O. Sukhomlinsky pedagogical theory belongs to the thoughts of a person and his affirmation in the role of the highest social value, about the need to exercise his power over the child so as not to break, not to personally personally Her spiritual forces, to assert her sense of dignity, to form the

ability of the child to appreciate a person, to be irreconcilable, intolerant even to the very thought that a person can cause disaster, offend, humiliate it. According to the humanist teacher, the person who respect himself with respect, treats other people, the team, and society. Without this ability, the freedom of personality, the awareness of the harmony of rights and obligation, personal happiness and work in the name of the benefits of other people are impossible.

Humanistic relationships that should determine the relationship of person and team, V.O. Sukhomlinsky also considered the structure of the human worldview, in which the humanistic component should be obligatory (it is necessary to take care of others without calculation for praise or reward, Creating good for people should become a habit, the norm of behavior, to turn into a natural habit); with the disclosure, affirmation of the forces and creative abilities of man, with the awakening of his individual uniqueness, creative identity and independence; With the knowledge of the happiness of the fullness of their spiritual life, with the need to meet the various needs of the individual, with the education of children of moral culture, in particular, such humanistic qualities, such as: love, respect, reasonable demanding, mercy, sociability, goodness, feeling of involvement.

V.O. Sukhomlinsky emphasized the wisdom of the power of the mentors of children, the ability to cherish children's trust, to understand the defenselessness of the child. Good feelings, emotional culture of the person are the core of humanity. And humanity is formed from the most unimpreded things: from faith in man, in a good beginning in it, from the creation of good relationships that develop, first of all, in work for the benefit of people. Relationships are reproduced in the minds of people, in their activities, in actions such as help, complicity, cooperation. Speaking to teachers, he wrote: "Whatever the facets of human will and mind, heart and wisdom have not opened in your soul before the child - approval, praise, admiration, anger, indignation, reprimanded (yes, these feelings are also entitled to these feelings Not an angel)-any of these faces should open against the background of the main-respect for human dignity, the rise of man, because man is the highest value. "

Full education of relationships, according to V.O. Sukhomlinsky, is possible when the child perceives good and is brought up good when the principle of protecting a child's heart from pain, from suffering, when the highest democratic value is considered pride, inviolability, her personal look at everything. This attitude towards the child Vasily Alexandrovich called the teacher's happiness. He was one of the first domestic educators who studied the relationship between personal and social, promoted the system of education in the team - the main social environment in which needs are brought up, The makings are revealed, the abilities of the individual are formed, but at the same time, his personality remains. He came to the conclusion that in the school team, with his multifaceted relationships, thanks to the joint activity of its members, comprehensive development of personality is ensured. The starting positions in the scientific work of the teacher are the provisions of the team on the ability of the team to influence the personality and ability of the personality to be educated under the influence of the team. He acts as an educational community only when there is a harmony of the spiritual life of personalities, when the team is based on the richness of the needs of society and child. V.O. Sukhomlinsky wrote: "Formation of educational influence of the collective on the person depends on what and how the team lives. A necessary condition for the positive influence of the team on the personality is the emotional wealth of the life of the team." The scientist-teacher defines the diversity of relations between the pupil and the collective: ideological-public, moral and ethical, intellectual, labor, aesthetic, spiritual and psychological, etc. Sukhomlinsky brilliantly combined his interpretation of the education of V.O. Sukhomlinsky with the revelation of the very essence of the relationship, with the formation of the spiritual need of a person in a person who awakens only when the person is able to experience interest in the spiritual world of another person. Relations that provide for the harmony of the spiritual life of each individual also ensure the development of the team. It is the relationships in which the person is in, giving him the highest good - the ability to cherish first by a person, a collective, then - a moral principle. Many of the most valuable observations, generalizations and conclusions are a slender didactic system used by him in Pavli High School. This system is based on the progressive achievements of world and domestic

pedagogical thought, in particular on the creative development of didactic provisions of such educators as: Ya.A. Komsky, K.D. Ushinsky, P.P. Blonsky, S.T. Shacki. The following: building the educational process on the basis of ethnicization and socialization of the child's life; integration of the content of education with the reliance of local history; orientation of the educational process on the development of students' thinking; democratization and humanization of relationships between teacher and students; recognition of the research function as a decisive teacher in the professional activity of the teacher. V.O. Sukhomlinsky's didactic views and practice were characterized by the unity of the processes of education and teaching of children. He wrote that the quality of lessons depends on the methods of education and the relationships that are established between teachers and students. V.O. Sukhomlinsky develops the criteria of quality lessons, to which he refers to the teacher's ability to determine the purpose of the lesson and to successfully implement it; productive educational work in the lesson of all children through an individual approach; ensuring the unity of education and upbringing; rational testing of students' knowledge; establishing feedback while teaching new material; development and deepening of students' knowledge in the process of studying new material; assimilation of so-called nodal knowledge by students; conducting wide vocabulary; Application of rational homework technique. V.O. Sukhomlinsky attached great importance to the development of students with a conscious attitude to learning, to mastering knowledge as the most important vital need. In his opinion, all pedagogical searches turn into nothing when the student does not want to learn when he has no confidence in his abilities, belief in the possibility of overcoming difficulties. But the desire comes only if you succeed. The teacher was very important to keep the pedagogical process at the level of reasonably calculated stress, so that it is not maximum, which leads to overstrain of children's forces, soaking, exhaustion of the nervous system. The child's mental strength is not a "bottomless well". It is necessary to take from this well, in his opinion, very carefully, and most importantly, it is necessary to constantly replenish the "source" of the nerve energy of the child. At the same time, according to the prominent teacher, it is not a successful and reasonable organization of educational

activity, in which the process of acquiring knowledge is too relieved and the student does not work fully. "There is a difficult thing in the life of the school collective that can be called a soul equilibrium," he wrote V.O. Sukhomlinsky. - In this concept I put the following content: a sense of fullness of life, the clarity of thought. " Mental development, V.O. Sukhomlinsky believed, would be impossible without its special orientation and development of the mental forces and abilities of children. The prominent teacher recommended that the students teach the student the ability to analyze their thoughts, as well as to study the student's thinking activity in order to properly manage it. It is important to keep in mind that the development of students' thinking is gradually, from visual-magic (at preschool age) to figurative-speech (in the younger) and to the conceptual, theoretical-in middle and older school age. Learning methods, according to V.O. Sukhomlinsky, should be varied and applied depending on the specific conditions of a class, lesson, subject, condition of a certain children's collective, etc. When picking up methods, V.O. Sukhomlinsky protected the child from "careless", and sometimes "barbaric" touches, forbade force methods, demanded careful "touch" and "wise power of the teacher over the child and the team" in order to be constantly in a state of self -knowledge , self -affirmation, self -education. V.O. Sukhomlinsky did not defend the universal methods, was a supporter of various pedagogical influences on the mind, feelings, behavior, but priority was given to the word and strongly fought with those theorists who, as in the method, saw "one -sided education" and proved and proved in the method. that the education of the "most weakest and most vulnerable place" of the school is that without verbal education, it is impossible to establish, the subtlety of the inner human world, the nobility of relations, moral and emotional relations; that the word awakens the child's feelings - understanding, experiencing what is nearby - a person with his joys and sadness, interests and needs. V.O. Sukhomlinsky also insisted on the need for harmony of the environment and words. The word is the finest tool tool. The educational power of the word - in the position, from the perspective of the caregiver, in his attitude to people, to the world. The word stimulates self -education because it awakens inner spiritual forces, helps the child see something far higher and larger than the everyday world of

personal life: the Fatherland, the people, social and personal relationships. At the same time, V.O. Sukhomlinsky warned against the pain, depreciation of words. The problem of punishment at V.O. Sukhomlinsky's school had his views. Initially, he acknowledged the feasibility of punishment, was convinced that in some cases they could be an effective method of educational influence, and in recent years of his activity he resolutely defended the following thesis: "education is incompatible with the punishment of students." V.O. Sukhomlinsky strongly rejected the provision that punishment is an objectively necessary means of education. He argued that the fear of punishment psychologically suppresses the student, removes the caregiver from the pupil. In most cases, insincerity, angry, heartlessness, "moral thickness" are brought up in most cases. At the same time, V.O. Sukhomlinsky was well aware that such means of influencing pupils, such as remarks, reprimand, condemnation, reduction of assessment for behavior, is not yet possible to refuse. However, it is not only possible, but it is also necessary to raise the educational process both at school and in a family where the need will disappear, the need for punishment. Among the methods of formation of relationships used by the teacher at the Pavli school were: self -education, discussing the general painful problems of the team at meetings, creating an emotional state , than a flaw, admiration for man, surprise before his moral beauty and grandeur; exercises to increase the level of harassment, perform the activity of public importance, giving the right of choice, opportunity to decide how to act; Emotional evaluation of the child's actions by other children, assessment of the development of relationships in the team, assessment of the moral health of the team, indirect assessment, self -esteem, setting to the violators of the discipline instead of a difficult task, atonement of guilt and many others. One of the characteristic features of the multifaceted pedagogy of humanism is the relationship of V.O. Sukhomlinsky is that they are given deeply motivated, Proven with their own long -term practical experience of the form of education of students (conversations about citizenship, conversations on human studies, duties, personal communication of children with people, which is the ideal of citizenship, individual spiritual activity, educational activity of students, thematic reading, traveling to the world cultures, a school of joyful surprise, ethical

conversations, lessons of education of honesty, travel to sources of thought, to sources of beauty, participation in the life of labor collectives, mutual exchange of spiritual wealth, parenting university, correspondence of children with peers, friendship with peers and adults, evenings of books Scientific and subject circles, "School under the blue sky"; V.O. Sukhomlinsky considered it very important, to diversify organizational forms and to ensure the student's communication with society, the development of his multifaceted needs and interests. At the present stage of spiritual revival, Vasyl Sukhomlinsky's pedagogical heritage becomes especially relevant, since it contributes to the solution of such pedagogical tasks as the formation of national dignity, the raising of a person who affirms a conscious civic position. Education and upbringing of children of 6 years of age in 1951 he began training six-year-old first-graders. The idea of earlier education of children was constantly accompanied by pedagogical search for scientists. On the territory of the former USSR, a long -term experiment on six -year training was deployed in Pavlisha. The scientist called his experiment the preparation of children for systematic learning. However, even a short analysis of the School of Joy suggests that it was a holistic system of teaching children of six years of age. At the same time, the teacher took into account such features of children's thinking as imagery, plasticity, emotional excitability of thought. It was they who relied on the scientist when he conducted lessons of "living thought" with his children. V.O. Sukhomlinsky uses nature as a wide means of general development of the child. The main task of such lessons among nature was the development of children's ability to color and spatial sensations. The teacher is not easy He taught children to observe, but also prompted to notice in the usual - unusual, to feel and emotionally experience the range of different colors and shades. V.O. Sukhomlinsky was deeply convinced that fairy tales have strong educational influences on the personality of a six -year -old student. In those years, a children's fairy tale room was equipped at the Pavli school. It was unusual not only in the interior, but also for the content of children in it. Gradually, in the process of lessons among nature and in the fairy tale room, the positive experience of children accumulated, which prompted students to make fairy tales themselves. In general, this work in Pavlysh continued until the 7th grade (senior

students made at least two tales annually). The Memorial-Pedagogical Museum of V.O. Sukhomlinsky now stores 70 volumes of children's fairy tales. The position and experience of the scientist in this aspect is now used in many schools in Ukraine and abroad. In principle, the scientist and the method of teaching literacy, using figurative comparisons of nature. Nowadays, this method in the technology of the educational process is called additive. Gradually, V.O. Sukhomlinsky brought children to the essence of human relationships. Significantly, all six -year -old students mastered the ability to read, had sufficient vocabulary and creative personal expression.

V.O. Sukhomlinsky was very fond of Ukrainian nature with its inexhaustible sources of human education. He wrote that in the world there is not only necessary, useful, but also beautiful. Since a man became a man, from the moment when she looked at the flower petals and evening star, she began to look at herself. The person realized the beauty. Beauty exists regardless of our consciousness and will, but it opens by a person living in her soul. The world that surrounds man is, first and foremost, a world of nature with boundless richness of phenomena, with inexhaustible beauty. Based on the understanding of the beautiful as a natural beginning that exists independently of man, but reflected by his knowledge, VA Sukhomlinsky assures that the system of aesthetic education should be in the spotlight of the school and family. A talented teacher saw his ideal of aesthetic education that every child, seeing the beautiful, She stopped in amazement, made him a part of her life. Knowledge of the beautiful, the experience of joy of creativity enrich man, multiply his spiritual forces, develop worldview qualities. VA Sukhomlinsky shared the opinion that the success of education is largely determined by the development of the emotional and sensual sphere.

Equally important in the aesthetic education of V.O. Sukhomlinsky gave painting and music. Art, opening his eyes to the native nature, as if adjusting the strings of the soul to the wave that awakens the feeling of beautiful and good. Both in the living, trembling word of the mother tongue, and in the musical melody, the child's beauty of the outside world opens. The scientist proved the role of music, which reveals human grandeur and dignity to people. In a moment of enjoyment of music, the child

feels that she is really a person. Attaching children to the beautiful world, V.O. Sukhomlinsky has always used a number of psychological moments and pedagogical commandments. First of all, education should be based on positive emotions. Where the slightest coercion of the child's soul begins, there can be no language about aesthetic education. A crying baby or discharged by something schoolboy does not accept anything, even the three times the beautiful, which will be surrounded and offered. It can only be perceived and be beautiful when the child is emotionally prepared for this with a fading of the heart, with a heart of the soul awaits meeting him. The world of beautiful for the child begins in the family. "The subtlety of a person's feeling, emotional sensitivity, vulnerability, responsiveness, empathy, penetration into the spiritual world of another person - all this is comprehended, first of all, in the family." For a child, the most expensive, close, beautiful person is to have. Mother is not only warm, comfort, attention. It is a world of sun, love, good, grace, the whole world in the hands of the mother. And on what he, this world, depends on what a person grows. In the absence of maternal attention, the development of the child is always delayed - mentally, physically, intellectually, emotionally. Some psychiatrists think that a few months of deprivation of maternal The impact is enough in order for the child's psyche to change, which can no longer be completely eliminated in the future. For V.O. Sukhomlinsky, the cult of the mother is the result of serious reflections on the need to communicate generations, the transfer of spiritual culture. V.O. Sukhomlinsky noted that the teaching profession is human science that does not stop, it is the penetration into the complex spiritual world of man. The most important thing is to constantly open a new one in a person, to be surprised by a new one, to see a person in the process of its formation is one of those roots that feed on the vocation for pedagogical work. The teacher was firmly convinced that this root is laid in a person as a child and adolescence, laid in both family and school. He is laid by the care of the elders - father, mother, teacher - who raise a child in the spirit of love for people, respect for man. ” This is how the pedagogical talent of V.A. Sukhomlinsky himself was formed, the source of which is the love of children, a deep belief in the possibility of raising each child so that it was not necessary to correct the mistakes made in early

childhood. Tolerance for children's weaknesses, understanding of the subtle motifs and causes of children's pranks, responsiveness, care for the child - all this wisdom V.O. Sukhomlinsky brought out from his own childhood. What a person grows up, V.O. Sukhomlinsky rightly pointed out, is largely determined by those who held the baby on his knees, led her hand, sang songs and told tales.

In the work "Problems of education of a well -developed personality" V.O. Sukhomlinsky wrote that labor and only work - the basis of comprehensive development of personality. There can be no discussion of comprehensive development, if a person has not known the joy of work. The merit of the scientist is to develop the principles of labor education, namely: unity of labor education and general development of personality - moral, intellectual, aesthetic, physical; disclosure and development of individuality in work; early inclusion in productive work; variety of types of work; constancy, continuity of labor; elements of productive work of adults in children's work; creative nature of work, combination of efforts of reason and hands; continuity of content of work activity; holistic nature of productive labor; intensity of work activity; unity of work and multifaceted spiritual life. In the process of organizing productive work, the pedagogical team took into account the peculiarities of objective (content of work, its nature and goals of preparation, time of performance of work tasks) and subjective (level of students' awareness of the need for participation in work activity, corresponding emotional mood) factors. Given the peculiarities of these factors, the school sought that the tasks were combined with the inclusion in the full cycle of agricultural work (collectively or small group), so that each student was working for 4-6 hours, and work processes were carried out under the guidance of teachers, best specialists or collective farmers. The central in the pedagogical system of V.O. Sukhomlinsky is the idea of a harmoniously developed personality. In his future doctoral dissertation, a scientist called "Problems of education of a well - developed personality" revealed the components of comprehensive development of the student's personality during his study. In the traditional approach to the components of comprehensive development, the scientist, at the same time, outlines his own understanding of the content of education and ways of its implementation. In the

development of personality of paramount importance, he gave mental upbringing. The ideal of the school is that no one -uneducated person in life. Neviglas are dangerous for society, regardless of whether they are educated or not. Neviglas cannot be happy and causes misfortune to others. The one who came out of the walls of the school may not know something, but he must be a smart person. Mental education, according to V.O. Sukhomlinsky, is uneven with the acquired knowledge: "The whole point is how the life of knowledge in complex and multifaceted human activity occurs." The teacher saw an important task of the school in the formation of sustainable beliefs of the pupils. Knowledge becomes belief when these beliefs live in school - in the relationship between pupils and educators, in their actions, aspirations, joys and annoyances. Moral development, the teacher wrote, is A difficult life of beliefs - their birth, development, strengthening, expression in actions.

According to V.O. Sukhomlinsky, it is important in the development of a child's personality. Of particular importance, in this regard, it attached the unity of labor culture and general development - moral, mental, aesthetic, physical; disclosure, identification and development of individuality in work, high moral nature of work, its socially useful orientation. The teacher considered it necessary to widely involve children and young people in various types of productive work. Naturally, work education begins at the school desk, as training is the hardest work for the student. In general, revealing the peculiarities of the formation of a well -developed personality, the scientist reveals the following pedagogical pattern: there are tens, hundreds, thousands of dependencies and conditioning between the educational influences, and the effectiveness of education is determined by those that these dependencies and conditionality in practice. Among the ways and means of forming a well -developed personality at school, the teacher distinguished his education, native nature, work, word, traditions, experimentation, rich spiritual life of pupils. According to the scientist, the school becomes the "cradle of the people", if it is dominated by the cult of mother, homeland, man, cult of word. It is under these conditions that the formation of a young citizen is possible.

V.O. Sukhomlinsky was the first in the domestic pedagogy of the 1950s to organize the pedagogical enlightenment of parents (ethnic foundations of family education). He believed that parents should study for as many years at the parent school as children. In general, in the pedagogical system of V.O. Sukhomlinsky a certain system of family-school education was established, according to which parents should be active assistants of teachers. This was facilitated not only by parents' teaching, but also by joint holidays and traditions, a variety of socially useful activities. In "parental pedagogy", a scientist, in a new way, comprehends the interconnections of family and school. Based on folk fellows, legends, stories, the scientist reveals the best acquisitions of ethnic principles of education. According to V.O. Sukhomlinsky, every nation produces its system of ethnic values, which most fully reflects its mentality, peculiarities of national consciousness. These values people reproduce and develop through language, literature, art, folklore, industrial relations, life, as well as through customs and traditions. In the work "How to bring up a real person" V.O. Sukhomlinsky advises expectant mothers and parents to study the history of their people, to develop a respectful attitude towards loved ones, because the saints, in his belief, are words: people, mother, father, son. In his writings, the scientist confirms his belief and gives specific advice on the preparation of young people for family life. The ideas of becoming a educator in the Pavlivsk Secondary School V.O. Sukhomlinsky reveals the foundations of the pedagogical profession. At the same time, it shows the peculiarities of the formation of the team he managed. Naturally, the most important in pedagogical activity, in his opinion, is love and respect for children. Undoubtedly, Vasily Alexandrovich himself was a talented teacher, because, except for biology, chemistry and physics in the upper classes, he could conduct any lesson (and conducted). Of course, he, first of all, was constantly enriched with knowledge. His library included not only professional, but also sociological, psychological, pedagogical literature. Little is the fact that when the literature teachers and class leaders refused to write creative works, he put 20 (as he seemed to him, the best) of his own works. Naturally, the psychological seminar was a significant factor in the mastery of Pavli teachers. The seminar classes did not just discuss certain topics, but necessarily

discussed the problems of unsuccessful children, the actions of individual students. In the book "One Hundred Tips to the Teacher", the scientist prompted teachers to analyze, taking into account the psychological and individual characteristics of each student, reveals the technology of their own creativity (advice to young teacher-teachers, educators, educators, educators, educators, educators, educators, educators, creative personalities, what qualities it is necessary to have a teacher-educator, how to learn how to nurture yourself, your own self-discipline and to fight laziness). In order to identify his own creativity, the teacher, it is necessary to have a deeply possession of the actual material that he "brings" to the child soul (he must know 2-3 orders of magnitude more than it is provided by the curriculum). V.O. Sukhomlinsky considered it necessary to know the teacher of psychology of a child's personality. To this end, during his activity at the Pavli School, a "psychological seminar for teachers" was successfully functioned. In "Talking to the Young Director of the School," he argued that the manager should be constantly improved in order to be erudite, to possess the art of teaching and learning. In general, VO Sukhomlinsky himself read all the training courses in the upper classes (except mathematics and biology). It is quite interesting to analyze the lessons of young teachers, which he performed. V.O. Sukhomlinsky had a great power of will, was distinguished by moderation, extraordinary modesty, performance (he got up daily at four o'clock in the morning and wrote his own works until the eighth), humanity. The teacher also spoke in several foreign languages. Scientists believe that in many areas of pedagogical science, he ahead of his time [5, p. 200].

V.O. Sukhomlinsky left many wise advice that are relevant today: "You live among people. Do not forget that your every act, every desire affects the people around you. Know that there is a boundary between what you want and what you can. Check your actions ... Do everything to the people around you are good. " "You use the benefits created by other people. People give you the happiness of childhood. They pay them good for it. " "All the benefits and joys of life are created by labor. Without difficulty it is impossible to live honestly ... idle, a darmoid is a drone that devours honey of hard -working bees. Learning is your first work. Going to school, you go to

work. " "Be good and responsive to people. Help weak and defenseless, ... a friend in trouble. Do not hurt people. Respect and Honor your mother and father, they gave you life, they raise you, they want you to become an honest citizen, a man with a kind heart and a pure soul. " "Don't be indifferent to evil. Fight against evil, deception, injustice. Be irradible to someone who wants to live at the expense of other people, causes distress to other people, steals society. " These and other wise moral sentiments are written simply, convincingly, they are easily remembered, encourage reflection, virtue [10, p. 389].

3.3 Development of school education in the 70's-early 80's of the twentieth century

In 1970, a new charter of the secondary school was adopted. On the basis of this state document, graduates of eight-year schools could continue their education in general secondary (ten-year) schools (9-10 grades), secondary specialized educational institutions-technical schools (3-4 years of study), as well as in schools of workers and peasant youth (9 -11 classes). All these educational institutions provided full secondary education and maturity certificate. It was believed that this would solve the problem of obtaining full secondary education in combination with the professional training of young people for work [5, p. 176].

Resolution of June 20, 1972 "On the completion of the transition to general secondary education of youth and the further development of a comprehensive school", as well as put into operation on January 1, 1974 "Fundamentals of the legislation of the USSR and Union Republics on Public Education" set the school to give young people. Deep and strong knowledge of the basics of sciences and proclaimed the country's transition to compulsory general secondary education. The public education was set to complete the implementation by 1975, the transition to new curricula and programs. The school focused on creating a study system of training, efficient use of TSN, cinema, radio and television. In order to stimulate the constant growth of qualification, pedagogical skills and creative initiative of teaching staff, teachers'

certification was introduced. By The results of the teachers who worked most successfully were awarded the title "Senior Teacher", "Methodist Teacher".

In the 70's and early 80's, a number of documents were adopted aimed at raising the work of the public education system. But they did not work as a Soviet school, being stagnant, and more and more in crisis.

The school had to develop the cognitive activity of students, the independence of their thinking, to awaken in them the desire for knowledge, to form the skills of independent educational work, self -education for the attachment of science, technology and culture. The students had to realize the truth, which formally consisted of the situation and prestige of man in the USSR were determined by its honest work and high ideological and moral face. The Constitution of the Ukrainian Soviet Socialist states that all citizens have the right to education, which is ensured by all types of education, the implementation of compulsory secondary education of young people.

The Charter of the Secondary Secondary School noted that the secondary school in the USSR is the only, labor and polytechnic school. It is also noted that the main task of the secondary school is to provide students with general secondary education, which meets the modern requirements of social and scientific and technological progress and to form a Marxist-Leninist worldview in the younger generation, to cultivate high feelings of Soviet patriotism in students. with. 509].

The resolution of the Central Committee of the CPSU and the Council of Ministers "On further improvement of education, education of students of secondary schools and preparation for work" of December 22, 1977 stated that the school is obliged to help students to master deep knowledge of the basics of sciences and work skills. The resolution emphasized the importance of unity of education and upbringing, close interconnection of mental, labor and moral education, as well as a combination of training with participation in production work. Particular attention She was given the issues of content and teaching methods, improvement of the educational process, extracurricular and extracurricular work, which should take into account the interests and desires of students. At the same time, this document adopted a decision on free use

of textbooks and on the creation of school library textbooks. But, unfortunately, not everything happened.

But all the activities did not give the desired result. Already in the first year of reform of education at the government level, it was stated that the reform had fallen. The school remained in a crisis, so it was at the time of the proclamation of an independent Ukraine. Development of education and schooling in Ukraine in the XX century. [9].

In October 1978, the Resolution of the Central Committee of the CPSU and the Council of Ministers of the USSR "On measures to further improve the study and teaching of the Russian language in the Union republics" was adopted.

In May 1983, the Resolution of the Central Committee of the CPSU and the Council of Ministers of the USSR "On additional measures to improve the study of Russian in secondary schools and other educational institutions of the Union republics" was issued [10, p. 514].

In essence, the right to choose the language of study remained, but there was no choice itself, since everywhere, and especially in cities of Eastern, Central and Southern Ukraine, Ukrainian schools were closed, children were forcibly transferred to Russian education, and the secondary special and higher educational institutions of Ukraine worked Only in Russian. A crazy offensive began on the achievements of Ukrainian culture, education, science. The school was transformed into a remedy for genocide against Ukrainians, its main task was to Russify the indigenous population, the distortion of its national worldview, consciousness, character, weaning from traditions, customs, culture of their people. The tendency of Russification of Ukrainian youth visible is observed in the growth of the number of students studying in Russian-speaking schools. In fifteen years, from 1965/66 to 1978/79 academic year, this phenomenon is characterized by data in Table 3.1.

Table 3.1.

The ratio of schools in the language of instruction in Ukraine

Language language	The number of schools and students in them, thousand		
	1965/66	1970/71	1978/79
Ukrainian	23 674	21953	17 200
	4485,5	4520,6	3800
Russian	4703	4858	4200
	2465,7	2908,5	2600

In many regional cities and large industrial centers, the vast majority of children attended Russian -language schools. In the late 1970s, the number of Ukrainian-language schools in the republic decreased by 8.7 thousand. In most regional centers, the share of Ukrainian-Russian and Ukrainian schools did not exceed 28% of the total. No Ukrainian school existed in Donetsk and Crimean region. Such state policy led to the formation of national nihilism, neglect for the mother tongue, the culture of the native people.

During this period, there is a tendency to reduce Ukrainian -language publications. The number of books published in the late 1970s in the Ukrainian language fell to the level of the mid-1920s, and the ratio of Russian and Ukrainian books published in the USSR was 3: 157. Without the interests of the indigenous nation, different levels of libraries were completed. This was especially true of school, regional, city and district children. This was the deprivation of children and young people with the best examples of Ukrainian literature. The vast majority of newspapers and books that read in Ukraine came from Russia. Among the books published in the USSR, most were Russian.

New measures were introduced to encourage the transition to Russian teaching, including by increasing teachers' salaries. Teachers of Russian language and literature have been assigned an allowance towards wages of 15 %. The issue of educational literature in Russian has expanded. As a result of the deployment of irrigation in the mid-1980s, only a fifth of students studied in Ukrainian in the capital of Ukraine [22].

The 80s were quite controversial in the development of education.

In 1984, the Verkhovna Rada of the USSR approved "The main directions of reforms of the comprehensive and vocational school", which specified the educational policy of the state "in the conditions of developed socialism". According to this document, the ideologization of school education increased significantly, but the important place continued to occupy the issues of labor education, the students' assimilation of specific knowledge in the natural, economic and social sciences. The transition to schooling at school from 6 years of age and the transition from 10-year to 11-year-old school in high school began. The structure of the secondary school was also changed: 1-4 classes became elementary school again (as it was from 1921 to 1972), 1-9 classes-incomplete secondary school, and 1-11 classes-full secondary school. It was planned to reduce the content of class teams: in grades 1-9-up to 30 students, in grades 10-11-up to 25 students. It was proposed to use teaching methods that more activate students' creative activity, including conducting in the upper classes of seminars, conferences, debates [20].

Quantitative indicators of development of general education in Ukraine in the 60-80's were generally positive. And yet it was felt that every year the level of education of high school graduates is constantly declining. Particularly low was the level of training of rural school students.

Thus, at the beginning of the 1980-81 academic year, nearly 17 million people, or every third, were covered by various forms of study; Higher and secondary (complete and incomplete) education had two thirds of all workers; The number of collective farmers with higher and secondary education has increased almost 9 times compared to pre-war time. The number of school new buildings has increased: the secondary and most eight-year schools switched to the study system of training, technical tools and active teaching methods were widely used. Teachers produced the students' ability to replenish their knowledge independently, to navigate the rapid flow of scientific and technical information [10, p. 373].

The system of vocational education has gained significant development in Ukraine. It has become a leading link in the professional training of skilled workers. In 1970, 892 VETs worked in Ukraine, which enrolled 448 thousand students, and in 1988

their number increased to 1241. They had more than 718 thousand boys and girls with almost a thousand different professions. VET teachers, as well as general school teachers, pledged to improve the educational process, use lectures, seminars-workshops, excursion lessons, disposal lessons, movie schools and more. The best teachers have tried to introduce new forms and methods of training of workers, which would provide the maximum convergence of theoretical and practical training. However, the general education of vocational school students remained somewhat simplified compared to the same in the secondary school. This was somewhat complicated by the entry of VET graduates to higher education and studying in it.

Also, it is worth noting the work of special schools (boarding schools), in which children from the city and from the village studied, Table 3.2 testifies.

Table 3.2

Boarding schools of Vinnytsia region (1950-1990)

Years	City		Rural		General educational institutions	
	Number of schools	Number of students	Number of schools	Number of students	Number of schools	Number of students
1950-1951	2	139	3	488	1540	366732
1960-1961	4	377	5	413	1830	344843
1970-1971	6	988	13	1862	1446	382602
1980-1981	7	1127	15	2265	1150	310021
1990-1991	7	1193	14	2290	1120	245908

Source: development of education in Vinnytsia region. Local Studies. Statistical collection. Vinnitsa, 2010. P. 15, 28-29.

According to the data of the table, in the Vinnytsia region in the 1950s-early 90's of the twentieth century. There are changes both in the number of educational institutions, including boarding schools, and the number of students in them. It is especially noteworthy that the number of boarding schools increases during this period, and in the general region there is a decrease in general educational institutions [14, p.15-29].

In the postwar period, secondary specialized educational institutions are being developed in Ukraine, in which specialists of secondary qualifications were prepared for various sectors of the economy, science and culture. They solved an important

national task - the completion of general secondary education and the opportunity of young people to be involved in production work, on average in Ukraine, among persons who received secondary education, about 20 % were graduates of technical collections, schools and other secondary specialized educational institutions. The dynamics of development of secondary specialized educational institutions and the contingent of students in them are shown by Table 3.3.

Table 3.3.

Dynamics of development of secondary specialized educational institutions

The academic year	1950 /51	1960 /61	1970 /71	1980 /81	1985 /86
Number of establishments	584	595	760	727	731
Contingent of students, thousand persons	227,7	398,2	797,9	803,1	808,9

Every year in the mid-1980s, almost a quarter of a million specialists with secondary specialists joined the national economy of Ukraine. This quickly led to the depreciation of the diploma of the technical school, as most graduates were employed by workers and not in the specialty. At the same time we had to master the working professions at the level of graduates of vocational schools. The prestige of training in technical schools fell sharply, in most secondary educational institutions of industry, construction, agriculture, there was no competition, which determined further quality of training and training of specialists.

The transition to general secondary education has become an important cultural achievement. Significant funds were used in Ukraine, although there were other priorities. However, this task has been somewhat facilitated by the reduction of the number of students in the republic in the last two decades by reducing the natural population growth. The negative factor in the introduction of general secondary education was to deteriorate the quality of education. Everyone had education in high school without exception. As a result, the next classes were transferred together with all not very successful students, so as not to get reprimanded from education management bodies. All who did not have secondary education under the age of 45

were forced to study in evening and correspondence schools. The transition to compulsory secondary education in the countryside was with considerable difficulty. Most villages operated mostly small elementary or incomplete secondary schools. Full secondary schools created one in several villages, and the students were forced to overcome a dozen kilometers to reach it. As a result, the most convenient type of educational institutions for rural areas became boarding schools [22, p. 15-29].

The school continued to remain the center of irreconcilability for free thinking, it was attributed to the strengthening of militancy to other, non -communist ideologies and parties, etc. The Ministry of Education measures provided further Russification of the Ukrainian School in accordance with the instructions of the Soviet Union leadership. Pedagogical institutes pledged to expand the training of Russian teachers. Students of pedagogical institutions who graduated from Ukrainian schools were forcibly to study the "practical course of the Russian language". The network of Russian schools has increased everywhere through the introduction of new buildings and the transfer of Ukrainian to the category of Russian -speaking. Generally in the USSR as before making decisions about the reform, and after them, was done to prevent the development of the Ukrainian school as a national. A sword hung a sword in the USSR over national education as a common phenomenon around the USSR. Education of the national worldview, national consciousness, instilling young people of national ideology was not allowed and considered "bourgeois nationalism" [5, p. 379].

The national heritage of the school and pedagogy, all valuable, which was created by previous generations, was completely removed from the practice of teaching and upbringing of young people. The main directions of reform of the comprehensive and vocational school have enshrined this memory and renunciation of the experience of domestic schooling. Such colonial policy in the field of education led to the spiritual degeneration of the people. The Ukrainian language throughout Ukraine was displaced from the sphere of state use, science, culture, higher and secondary school. The phenomenon of renunciation of their mother tongue was a massive phenomenon, in cities young people were ashamed to speak Ukrainian, swayed by the fact that "it does not read and does not sleep in Ukraine."

In 1987, data on the number of schools in the regional cities of the USSR with Ukrainian and Russian teaching and mixed (Russian-Ukrainian) were published, and Table 3.4 testifies.

Table 3.4.

**Cities of the USSR with Ukr and Russian teaching
(1987)**

Cities	Ukrainian schools	Russian	mixed
Chernihiv	— (2?)	24	6
Chernivtsi	15	23	—
Cherkasy	5	19	7
Khmelnitsky	9	17	2
Kherson	5	49	1
Kharkiv	2	156	3
Uzhgorod	12	5	2
Ternopil	20	3	—
Sumy	3	20	—
Simferopol	—	33	—
Rivne	15	9	—
Poltava	19	16	—
Odesa	3	90	7
Nikolaev	—	51	5
Lviv	66	26	11
Kirovograd (now Kropyvnytskyi)	4	17	11
Kyiv	34	152	88
Ivano-Frankivsk	18	6	2
Zaporozhye	1	95	5
Zhytomyr	14	16	1
Donetsk	—	146	—
Dnipro	9	125	6
Voroshilovgrad (now Lugansk)	—	60	1
Vinnitsia	10	21	—

Source: Schooling in Ukraine Shhttps://uk.wikipedia.org/wiki/wiki/%D0%A8%D0%D1%D1%ing (D1%82%D0%B2%D0%Be_%D0%B2_%D0%A3%D0%BA%D1%80%D0%B0%D1%97%D0%BD%D1%96

In accordance with the resolution of the Central Committee of the CPSU and the Council of Ministers of the USSR of November 10, 1966 No. 874 and resolutions of the USSR Council of Ministers of October 13, 1978 No. 835 in second The division of classes (groups) into two groups (subgroups), which helps to improve the conditions

for learning the Russian language. At the same time, it created unequal opportunities in the study of Russian and Ukrainian languages and caused numerous fair complaints of teachers, parents, and creative unions. The Central Committee of Ukraine, by its resolution in January 1989, approved measures to improve international and patriotic education of the population in the republic, which, in particular, provides for the introduction of division of classes (groups) into two groups (subgroups) in the study of Ukrainian language and literature in schools, vocational and technical and pedagogical schools with Russian language. The remuneration of teachers for additionally introduced hours will be made within the limits of appropriations allocated for the maintenance of general schools of the republic by saving from streamlining payments for conducting socially useful, productive work of students (Minister MV Fomenko) [3, p. 344].

In secondary schools, they continued to study according to uniform curricula, programs, textbooks aimed at raising a average person, the loss of personality and the low level of its culture.

However, acute national economic problems required constant replenishment of the leading sectors of the economy, science, education and culture by highly qualified specialists.

In order to help solve this complex problem, in the 60-80's. The material and technical base of universities was significantly strengthened, new educational buildings, dormitories, dining rooms, sports complexes for students were built.

Universities were established on the basis of Donetsk, Simferopol and Zaporizhzhya Pedagogical Institutions. In addition, new institutes were opened in the republic. As a result, the total number of students increased twice in the 60-80's. Accordingly, the number of specialists with higher education in the national economy of the USSR increased: if in 1964 there were 2.3 million, then in 1985 7.3 million people.

But despite these rather solid quantitative indicators, the problem with qualified personnel in Ukraine remained quite acute.

A significant number of places in higher education institutions of the republic were occupied by students from socialist and developing countries. Thus, in 1971, more than 2,000 students from 22 countries were enrolled in higher education institutions and technical schools.

On the other hand, the quality of training of specialists remained a difficult problem. It was still low, especially at correspondence and evening units. In the early 80's, in connection with The growing requirements of the scientific and technological revolution, it became especially noticeable that the level of training of specialists in the USSR, as well as in the USSR, was inferior to the world standards [21].

Conclusions

It should be noted that the study does not claim to cover all aspects of school education development in Ukraine in the 1950s and 1980s.

The transition to general secondary education has become an important cultural achievement. Significant funds were used in Ukraine, although there were other priorities. However, this task has been somewhat facilitated by the reduction of the number of students in the republic in the last two decades by reducing the natural population growth. The negative factor in the introduction of general secondary education was to deteriorate the quality of education. Everyone had education in high school without exception. As a result, the next classes were transferred together with all not very successful students, so as not to get reprimanded from education management bodies.

To the peculiarities of the development of education in Ukraine in the 1970s and 1980s. We include: the obligation of youth secondary education; expansion of the network of evening (variable) and correspondence schools; further development of higher and secondary specialized education; functioning of a wide network of structures of political education of adults; development of continuous education of different categories of population; transition from ten -year to eleven -year school; Provision of work and professional training of students of a comprehensive school.

The period of the 70 - 80s is characterized that all important documents on the development of public education were adopted jointly by the CPSU Central Committee and the Council of Ministers of the USSR. In particular, the resolutions "On the completion of the transition to the general secondary education of youth and the further development of the comprehensive school" (1972), "On further improvement of education, education of students of secondary schools and their preparation for work" (1977). The party also preceded the state body - the Council of Ministers - in other educational resolutions. That is, the direction of development of education in the state was determined by a single communist party. In addition, the resolution at the All - Union level was always the first, and the next resolutions of the governing bodies of the Union republics were identical. Centralization permeated all areas of activity, including education.

A characteristic feature of the educational process of this period was its ideologization and politicization. Schools as public educational institutions were intended to educate obedient, humble citizens of a unitary union. At all levels of learning, it was obligatory to study the works of classics of Marxism-Leninism, the decisions of the congresses and plenums of the party, the work of leading party figures. Objectively, the school has become a bureaucratic institution that operated in a mode of monotony, uniformity and sole power. This could not but lead to a fall in the prestige of knowledge, a decrease in the effectiveness of education, the deepening of the gap between education and the needs of practical activity.

The Ukrainian language throughout Ukraine was displaced from the sphere of state use, science, culture, higher and secondary school. The phenomenon of renunciation of their mother tongue was massive, in cities young people were ashamed to speak Ukrainian.

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