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## **PROBLEMS OF VOCATIONAL EDUCATION IN THE PEDAGOGICAL THEORY OF UKRAINE IN THE 40s – 50s OF THE 20th CENTURY**

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Problems of Vocational Education in the Pedagogical Theory of Ukraine in the 40s – 50s of the 20th Century

The article deals with the status of theoretical aspects of vocational education in Ukraine in the 40s – 50s of the 20th century.

It analyses educational literature (M. Zaretskyi, I. Dukhovnyi, O. Protopopov, etc.) of considered period and presents the approaches to vocational education didactics. In particular, there are main principles of industrial training and implementation features of common didactic principles in educative process of institutions of state labour reserves system. Subject of theoretical analysis includes a problem of modes and methods of vocational education in considered period as well.

It is found that educators focus on generalization and critical re-evaluation of work experience of industrial training in vocational establishments and have substantiated a new system of industrial training that was implemented to vocational educational establishments in the early 60's.

In the 40's of XX century a lesson was defined as a main mode of both industrial and theoretical learning although there were other education modes as well (lectures, discussions, seminars). A priority was given to reproductive methods of study. In the 50's there was a tendency to apply developing resources of the lesson and other study modes and special methods to activate pupils' educative activity and independent behavior.

In addition, it is found that by the middle 50's two independent academic disciplines had already been established: labour psychology and labour physiology.

*Key words:* vocational education, instructional content, trade schools, modes and methods of study, syllabus, unsupervised activity, lesson.

The process of Ukraine's entry into the global economy, the transition to the world of cultural and educational environment necessitate in-depth and objective study of national experience of vocational training, finding the most optimal ways of implementing the best pedagogical achievements in Ukrainian educational practice, forecast possible trends of national and world training of workers. This is due to the

fact that in the late XX – early XXI century acutely faced the task of reforming vocational education due to the radical change in the quality requirements for training skilled workers.

Soviet and modern researchers proved the problem of training future specialist in general, and training qualified representative of craft professions. Coverage of training of skilled workers craft education dedicated to the works of S. Batysheva, A. Veselova, M. Puzanova, G. Tereshchenko, A. Bulgakova, N. Nychkalo. But all the scientists partially covering some issues of vocational education in Ukraine pedagogical theory study period.

The purpose of the article: identify the level of development problems of vocational education in the national educational theory in the 40-50-ies.

The development of the theory of vocational education in the study period due to socio-historical and pedagogical factors. First, in 20 – 30's. Formulated the socialist concept of vocational education, and second, grounded principles of construction and approaches to learning. During this period developed theoretical concepts and methodological documents based on real practical experience and theoretical ideas of science, as a general education, economics, sociology and others. Problems in the theory and methods of industrial training given special attention. However, since the late 30's. Began the process of phasing out theoretical research in the field of training of qualified personnel.

This trend accelerated in the 40's. XX century. Reducing the intensity of scientific research in the field of vocational education, which acquired vuzkometodychnoho nature, explained:

- Revision of attitudes to pedagogical and psychological sciences from the party organs and especially the criticism of pedology within which conducted research on industrial training;

- The closure of major research centers that developed the issues of training, work psychology, psycho, etc;

- Repression of prominent figures of professional pedagogy O. Gasteva, S. Haysynovycha, P. Pankevych etc.;

- Complexity of the international situation and the consequent social and economic situation in the country.

In the scientific and pedagogical literature study period display some common issues found didactics training. Scientists have tried to define the basic educational concepts. In particular O. Protopopov in the book “Teaching process in vocational school” describes the concept of “professional school educational process”. According to him, the essence of this process manifested in the fact that it is aimed at all-round development, the formation of the individual student, his physical and spiritual enrichment in terms of training and production, social activities to train skilled workers. The author also raises the question of the method of implementation of educational process and believes that it consists of training, education, which are the main areas of educational activities of teachers, tutors [23, p. 5].

A. Protopopov also defined the purpose of educational process in vocational school – preparing for the national economy highly skilled workers who possess the advanced technology, the most advanced technology, cultural production, high-performance methods of work; forming active builders of communist society. Author emphasized that trade school individual student must fully formed and developed in the spirit of the needs and requirements of the Soviet leadership. Circumstantiality development, identity formation can be achieved comprehensiveness of training, education and training, which could be presented as the mental, moral, physical, artistic, industrial and polytechnic and industrial and vocational training, education and training [23, p. 6].

His generalizations concerning educational process in vocational school O. Protopopov did in the mid 50s. Note that researchers have addressed this issue before.

M. Zaretsky particular in the early 40s drew attention to the need to build educational process on an “intensity and extensiveness not work”, in order to overcome formalism in education. Proposed to use visibility, such as teaching theoretical subjects (physics, chemistry, general courses and materials technology). Based on the specific study of visual aids necessary to pay attention not only to the

development of thinking, but do not forget about the development of observation. In particular for the development of teacher observation should invite students to observe chemical and physical phenomena in nature [16, p. 17 – 19].

In the 40 years of the study period, scientists have paid attention to the analysis category “industrial training”. I. Duhovnyi term "industrial training" defined as a planned process of arming students organized professional knowledge and skills, which is under the direct supervision of a master teacher and aims to teach students to perform work in a profession based on contemporary art production, and educate students in the spirit of communist morality, to develop their cognitive and creative abilities [14, p. 39].

I. Duhovnyi well substantiated basic requirements (principles), which is presented to the industrial training at the time: the Communist orientation, educational character building training based on modern technology and advanced methods of work in accordance with the requirements of the industry, holding it at the productive work of pupils and conn communication theory with practice. The author believed that the industrial training can be applied universally and didactic principles, clarified and supplemented in the 40's., Including:

- Consciousness and activity;
- Regularity and consistency;
- Strength of learning;
- Clarity;
- Taking into account the age and individual characteristics of students [14, p. 48].

In the collective work “Methods of industrial training” (1951) expressed by the principles of industrial training were characterized in more detail. It was pointed that the principle of consciousness and activity learning imagined an organization of industrial training, in which students understand the significance of the studied labor techniques, operations and types of work, assimilate knowledge and actively implementing them in certain areas according to specific objectives. The conscious and active attitude of students in the learning process manifested in the ability to

analyze operations, systematically summarize the experience, which was a prerequisite for training innovators production.

The principle of regularity and consistency in production meant the systematic training, systematic work of students with learning and skills presented in some logical system, which kept the continuity, consistency and gradual mastering them when the study was based on previous material.

The principle of availability required training organization of the production process logically from the known to the unknown, from concrete to abstract, taking into account age and individual characteristics of students and detected in the appropriate selection of works, teaching methods, equipment and material mode sessions. The proper selection of educational-production work and dependent on the strength of learning and skills. An important condition thus became a set of exercises, their frequency that would allow students to play in the memory of the knowledge and skills and use them in solving specific production (practical) problems. Proper labor mastering techniques impossible without clear ideas of students about how this technique should be performed. Observations labor movement mobilized students, prompting them to perform the same way. In addition, visibility increased the interest and attention of students, contributed to understanding, understanding and consolidate the studied material [21, p. 392].

It should be noted that scientists are aware of lack of this period of theoretical study of industrial training in the vocational school. Thus, Professor E. Holant in its report on the scientific and methodical conference (Leningrad, 1946), noted that the development of the theory of industrial training “made the first steps, although Soviet pedagogical theory and big enough experience of the best masters of colleges and schools FZO gave enough material for research coverage of the key issues of industrial training” [11, p. 8].

In the 50 years of the twentieth century, some researchers vocational school (F. Korolev, A. Veselov, A. Kotlyar) also emphasized that the theoretical basis of industrial training were not considered in pedagogical theory. This included extensive experience of schools trade schools and vocational schools prerevolutionary Russia,

which, according to Vladimir Anisimov, used separately and in need of theoretical generalization [1]. It is in this direction was carried out scientific work of theorists and practitioners of vocational education study period A. Alexandrov, F. Blinchevskoho, A. Veysblanda, M. Goryainova, N. Levitov and others.

As you can see in the 40 – 50-ies. Researchers, primarily focused on the disclosure of the essential characteristics of the educational process in general and industrial training in vocational school. There were also some reasonable principles of industrial training and fleshed out general principles for didactic features of industrial training in the system of labor reserves. Scientific understanding of the nature of apprenticeship and the basic principles of their implementation were theoretical propositions starting the development programs and the use of certain industrial training.

G. Krasilnikova observed that vocational training in didactics distinguish substantive, operational, operational and ongoing, operational and substantive, operational and comprehensive, motor-training and problem-analytical system. Each had its own industrial, educational, psychological and physiological characteristics of the skills and abilities of students at certain periods of study and ensure the unity of the following components: content of the education and industrial training; educational and material resources and learning environment; of engineer-teacher or master of industrial training; student activity [19].

The subject of theoretical analysis in the study period there was a problem of forms and methods of training. As you know, the debate about the forms and methods of educational work in the school were from the 20's. When the Soviet educators criticized borrowed from the bourgeois pedagogy comprehensive programs Dalton plan, laboratory brigade method, projects that, in their view, violated systematic training, reduce the role of teacher, eliminated a study group.

In August 1932 the Central Committee of the CPSU (b) “On the educational programs and treatment in primary and secondary schools”, which appears on the “shortcomings” of existing curriculum (overloading of educational material; lack of communication between the individual components, etc.) and been recommended

new approaches to their development. Also condemned laboratory brigade method of training, the basic form of the educational process hailed as a lesson. Resolution introduced a systematic account of current knowledge of students; stressed the need to strengthen conscious discipline even excluding pupils from school offenders. It was a task to increase the role of the teacher in the classroom [22, p. 29].

Lesson as the main form of training was to include *zahalnohrupovu*, brigade and individual work of students under the guidance of a teacher who has applied various methods of learning [20].

This document dealt secondary school. However, it formulated the most important requirements of the educational process, which were applicable including professional school.

Methodists and system manpower workers also violated taken an issue. In 1941 they were asked about the use of class-task system as a vocational school and its implementation in industrial training. The debate on this issue resumed after the war, in 1946, when F. Blinchevskyy suggested lesson widely used in industrial training [3, p. 5].

In the early 50's was recognized that the class-task system makes the learning process of colleges and schools of labor reserves organizational clarity and allows correct alternate sessions on industrial and theoretical training. Scientists and Methodists manpower installed elements typical lesson industrial training. In particular M. Zaretsky in the structure of industrial training lesson singled out: organizing time; preparing pupils for training and production tasks (Induction); issuing tasks (not in the performance of pupils with complex within a few days); of the organization of each student and guide implementation of this (current individual or collective coaching); record of success and acceptance of work; exchange of experiences between students, summarizing their experience and message performance evaluation (the final briefing); homework (in some cases). He also singled out the combination of the main stages of the lesson and showed a number of reasons that may cause a time a teacher [17, p. 5 – 7].

In another article the author refers to the training of teachers for the lesson. The author emphasizes the “careful preparation of the teacher – as a prerequisite of a correct and proper maintenance of educational process” [18, p. 8 – 10].

In pedagogical theory study period considered the forms and content of introductory lessons, prepare a training for them. Thus, Article N. Goryainov attempted to generalize the experience of the best Masters in collective conduct preliminary studies [12, p. 17 – 19]. Ivan Emelyanov singled pedagogical conditions of quality training a training organization to repeat the learned material independent work of students (prepare drawings, pick up tools equip office clarity) [15, p. 46].

In pedagogical literature study period is considered a form of academic work as self-perform students homework with industrial training. These tasks were introduced on the initiative of the leading artists in the 50's. And widely used in the practice of colleges and schools of labor reserves. Leonid Viktorov singled out three factors of efficiency of independent work of students, material and organizational conditions, conditions pedagogical nature and organization and the quality of instruction of students in the course of their work.

Material and organizational conditions played an important teaching and educational role. They had to provide students the opportunity to work with maximum efficiency and without loss of time. “Even a small loss of time, – emphasized author, – demobilized students hindered education in their institutions and habits that they were necessary for independent work in production after graduation” [9, p. 11].

Independent work of students in the new program topics were preceded incoming group lessons, conducted master. Due to such pursuits, students accustomed to begin work only after mastering the technology and methods of execution. Also the author observes advisability of providing students with guidance and technical documents, drawings, specifications, technological maps and more.

Briefing students in the course of their independent activity differed in character in different periods of study, for example, during the study of individual transactions students should master the methods of work, methods of quality control,



grinding tools, the rational organization of the workplace, the use of safety regulations [9, p. 12 – 13].

Discussion of methods of industrial training intensified in the early 50's. Its initiators were F. Blinchevskyy and N. Nechayev [4, p. 15 – 18].

The result was discovered by the theoretical potential to solve this problem and generalized experience of teachers and masters of educational institutions of primary vocational education, which allowed to classify industrial training methods as follows: methods oral presentation of educational material (story, explanation, conversation); Methods demonstration (showing labor process and the use of visual aids); methods exercises (exercises in execution methods, operations, integrated operations, training and production tasks); excursions, self-monitoring, laboratory work, work with technical literature [21, 96].

F. Blinchevskyy drew attention to laboratory work as an important teaching methods [5, p. 6 – 8]. The author pointed out the weakness of the present method and stressed the special significance labs to familiarize students with complex technical equipment and self-education skills to use it. Scientists also published positive experience of colleges of agricultural mechanization to create cycles labs that facilitate and simplify planning, organizing and conducting laboratory work and recommended to introduce practical laboratory work in schools of all types.

However, the participants of the discussion on methods of industrial training were forced to admit that they have failed to disclose in detail the contents of each method.

Important in this respect was the article by A. Veysblanda – Acting Head of educational-methodical management manpower. It summarizes the experience of technical schools and methods of conducting lessons of industrial training allowing for the contingent of students. Author emphasized the importance of industrial training on the basis of activity and independence of students in the learning process during their manufacturing sophisticated products, especially for basic business orders. The introduction of this practice in the organization of industrial training was especially important for trade schools [8, p. 3 – 6].

An important place in the educational institutions of vocational education organization held teaching work. This was due to the fact that the teaching and instruction of a vocational school attracted new cadre of engineers, skilled craftsmen, Stakhanovites who, with great production experience, were not aware of pedagogy.

To ensure correct formulation and production of teaching and educational activities in the craft, railway colleges and schools FZO opened educational and work councils. Their task was to provide the teaching staff of schools and schools of practical help in the correct application of the home plans, programs and documentation of accounting and planning of educational-production work in organizing and conducting high-level teaching process. The forms of educational work were zahalnometodychni workshops teachers and artists; seminars on special issues (private / partial method); open classes; inspection planning lessons and individual coaching of teachers and masters [6, p. 21 – 25].

In the councils of observed shortcomings. Training and work councils of certain regional departments attempted to administer, instead of providing expert advice to address the main issues of training and educational work [7, p. 12 – 14].

An important issue, which, since 1928, repeatedly researchers examined vocational school was standardization of educational-production work of students [13, p. 11 – 14]. Attempts to prove acceptable to most schools, trade schools output norms made in 1933 the People's Commissariat in 1937 – Institute of Technical training of workers. However, employees of these institutions have not been able to develop common solutions, and trade schools each school independently solve the question of how standardization works of students.

Note that the installation of the valuation methodology training and production work, adopted in schools trade schools, and were used in schools manpower. Accumulated experience summed up in 1943, it became the basis for the decision of the Academic Council of the Main Directorate of manpower rationing introduction in colleges and schools for vocational education. In the 50's. Resumed discussions on this problem, which was caused by the need to avoid future mistakes and differences in matters of education in students the ability to work vysokoproduktyvnosti. Note

that in 1950 prevailing misconception about the identity of the valuation in terms of educational workshops and industrial enterprises. As noted earlier, an active part in discussing issues of vocational training were representatives of allied sciences pedagogy. This trend has intensified in the 50 years of the twentieth century. The process of uniting the efforts of research institutions to develop different profile issues concerning teaching methods of production, contributed to the creation in 1956 the section psychology, physiology and health at the Academic Council of Vocational Education. In the second half of the 50th district. The cooperation involved a number of research institutions: Institute of hygiene and sanitation name Erisman (mode studied school day students in vocational school); Laboratory work of the Research Institute of Psychology, Institute of Occupational Health and Occupational Diseases Academy of Medical Sciences (developed problem of formation of motor skills); Leningrad Institute physiological [10, p. 23].

Note that the mid-50's. In psychology and physiology are clearly defined two distinct scientific disciplines: psychology and physiology of labor work. Within these disciplines conducted their research physiologist Professor M.Vynogradov, psychologists S. Archangelskyy, V. Suvorov, E. Guryanova D. Oshanin, teacher K. Gurevich [2; 62].

Therefore, the analysis of scientific literature and publications in journals suggests that the study period actively developed theoretical aspects of vocational education. Destruction of pedology as a scientific direction, closing major research centers that develop workforce preparation, psychology of work, psycho, repression educationalists led to a collapse of scientific research in the field of vocational education in the 40's. The obtained scientific results at this time were mainly vuzkometodychnyy character. Among the problems that have been the subject of scientific and theoretical analysis, include the definition of key concepts, principles justification vocational training and specification zahalnodydaktychnyh principles to its terms, the analysis of industrial training, theoretical generalizations regarding the forms and methods of educational work in vocational schools. In the 50 years of the twentieth century perspective of scientific and educational research expanded. Along

with the theoretical development of the aforementioned problems renewed debate about rationing of educational-production work of students considered the question of professional orientation of students in trades renewed integration of teaching science with other scientific fields and, above all, physiology and psychology, which led to the emergence in the mid-50's years of independent scientific fields (work physiology and psychology of labor). Educationalists also focused on the synthesis and critical thinking experience of industrial training in educational institutions of vocational education. As a result – proved the new system of industrial training, which began to be implemented in vocational education in the early 60's. In the future, we consider it appropriate to explore other aspects of training skilled workers in the system of vocational training in different historical periods.

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Івченко Т. В.

Проблеми професійно-технічної освіти в педагогічній теорії України в 40 – 50-х роках ХХ століття

У статті розглянуто ступінь розробленості теоретичних аспектів професійно-технічної освіти України в 40 – 50-х роках ХХ століття.

Аналізуючи науково-педагогічну літературу (М. Зарецький, І. Духовний, О. Протопопов та ін.) досліджуваного періоду, цілісно представлено підходи до дидактики професійного навчання. Зокрема, обґрунтовано представлені основні принципи виробничого навчання та особливості реалізації загальнодидактичних принципів у навчально-виховному процесі закладів системи державних трудових резервів. Предметом теоретичного аналізу в досліджуваній період стала й проблема форм і методів професійного навчання.

Визначено, що педагоги-теоретики зосередились, передусім, на узагальненні й критичному осмисленні практичного досвіду виробничого навчання в навчальних закладах професійно-технічної освіти та обґрунтували нову систему виробничого навчання, яка почала впроваджуватись у професійно-технічних навчальних закладах на початку 60-х років.

У 40-х роках ХХ століття урок було визначено основою формою організації як виробничого, так і теоретичного навчання, хоча практикувалися й інші форми навчання (лекції, бесіди, семінари). Перевага надавалася репродуктивним методам навчальної роботи. У 50-х роках виявилася тенденція до використання розвивального потенціалу уроку та інших форм навчання з метою активізації навчально-пізнавальної діяльності, а також застосування методів, які стимулювали активність і самостійність учнів.

Крім цього, з'ясовано, що до середини 50-х рр. вже чітко визначилися дві самостійні наукові дисципліни: психологія праці та фізіологія праці.

*Ключові слова:* професійно-технічна освіта, зміст освіти, ремісничі училища, форми та методи навчання, навчальні плани та програми, самостійна робота, урок.

Ивченко Т. В.

Проблемы профессионально-технического образования в педагогической теории Украины в 40 – 50-х годах XX столетия

В статье рассмотрена степень разработанности теоретических аспектов профессионально-технического образования в 40 – 50-х годах XX столетия.

Анализируя научно-педагогическую литературу (М. Зарецкий, И. Духовный, А. Протопопов и др.) Исследуемого периода, целостно представлены подходы к дидактике профессионального обучения. В частности, обоснованно представлены основные принципы производственного обучения и особенности реализации общедидактических принципов в учебно-воспитательном процессе учреждений системы государственных трудовых резервов.

Предметом теоретического анализа в исследуемый период стала и проблема форм и методов профессионального обучения. Определено, что педагоги-теоретики сосредоточились прежде всего на обобщении и критическом осмыслении практического опыта производственного обучения в учебных заведениях профессионально-технического образования и обгрунтовали новую систему производственного обучения, начала внедряться в профессионально-технических учебных заведениях в начале 60-х годов.

В 40-х годах XX века урок был определен основной формой организации как производственного, так и теоретического обучения, хотя практиковались и другие формы обучения (лекции, беседы, семинары).

Предпочтение отдавалось репродуктивным методам учебной работы. В 50-х годах проявилась тенденция к использованию развивающего потенциала урока и других форм обучения с целью активизации учебно-познавательной деятельности, а также применение методов, которые стимулировали активность и самостоятельность учащихся.

Кроме этого, установлено, что к середине 50-х гг. Уже четко определились две самостоятельные научные дисциплины: психология труда и физиология труда.

*Ключевые слова:* профессионально-техническое образование, содержание образования, ремесленное училища, формы и методы обучения, учебные планы и программы, самостоятельная работа, урок.

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