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THE DEVELOPMENT OF PEDAGOGY OF PROFESSIONAL EDUCATION OF UKRAINE IN THE 40-50-IES OF XX CENTURY

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In the article the peculiarities of the development of pedagogy in the system of vocational education of Ukraine in the 40 – 50-ies of XX century. To a certain extent illuminated and revealed methodological, theoretical and methodical bases of pedagogical process in the national vocational school in the 40 – 50-ies of XX century, in the system of professional training, including short-term and in the conditions of production.

It is determined that pedagogical questions – the content, forms and methods of organization of educational process in schools and FZO in the 40 – 50-ies of the XX-th century due to the development level of the economy and especially industry, needs in specialists of a particular profile, the requirements of regulatory documents in the field of vocational education.

Key words: vocational education, content of education, vocational school, forms and methods of teaching, curricula and programmers, independent work, lesson.

At the present stage of development of pedagogy is extremely important appeal to the pedagogical achievements of the past. A thorough study, creative interpretation and implementation of historical and pedagogical experience will enhance the effectiveness of the reform processes in the modern professional education, greatly strengthen the theoretical level of research in this area.

Some aspects of development of pedagogy of vocational education of the 40-50-ies of the XXth century, covered in the published works of leaders in professional education S. Y. Batyshev, A. M. Veselova, I. Tereshchenko, N. Puzanova. In particular the issues of content, forms and methods of teaching, educational work in vocational institutions. In dissertation research on the development of professional education in Ukraine (N. Nichkalo, I. Likarchuk, L. Kostyukevich, S. Ulukaev, etc.),

examined the formation and development of the system and the overall processes of the organization and functioning of educational institutions of professional education, content, forms and methods of teaching.

Analysis of the formation and development of pedagogy of vocational education of the examined period was not performed, therefore the consideration of this question not only lost meaning, but is of some theoretical interest to workers vocational education, students of higher educational institutions.

The purpose of the article is to reveal the peculiarities of development of pedagogics in the system of vocational education of Ukraine in the 40-50-ies of XX century.

Since Soviet times, along with the features of the socio-economic and political development, educational policy an important precondition for the development of vocational education in Ukraine is becoming pedagogical science. In the 20-ies of XX century under the influence of the ideas of reform pedagogy in the USSR existed relatively independent of the educational system, which was part of the system of lower vocational education. In 1920 and 1929 were distributed to three types of institutions in lower vocational education, namely: vocational schools, schools for working youth and a variety of courses. In 30-ies. system of vocational education in the part of the people's Commissariat was abolished and formed branch system of professional training of workers, which was subordinated to the economic commissariats. As it has not solved the problem of the systematic preparation of qualified personnel, and answered internally complex economic and foreign policy position of the then USSR was accepted the decision on creation of the system of labour reserves.

In 1940, when it created the system of state labour reserves, management of professional education was rigidly centralized, which allows to develop and implement certain approaches to the didactics of vocational training.

Note that the first thorough work on the history of vocational education was published in Soviet times. The history of the national vocational education became well-known scientist C. Batashev as the founder of the special research area is

professional pedagogics. Starting to work in the 50-ies of the XXth century in the system of professional education, he first said that it needed a scientific basis, without scientific justification, its development will be incomplete. S. Batyshev has published 36 books, 33 pamphlets, over 400 articles on vocational education. The most famous of them are "essays on the history of vocational education in the USSR" (1981), "Production pedagogy" (1976). A kind of scientific feat S. Batyshev was a thorough job of "Professional pedagogy" (1997) and the world's first three-volume "encyclopedia of professional education" (2000). In his "Professional pedagogics", the author notes that under the pressure of socio-economic needs was organized system of labor reserves, which took the professional pedagogy "musicmedicine the function" increase efficiency mainly in industrial training in vocational schools and schools FZO. According to the scientist, for the period of existence in the system of labour reserves was formed skilled methodical service. Methodologists have developed a more efficient and psychologically based system of industrial training, called "operationally complex system" [11, p. 59].

In "essays on the history of vocational education in the USSR", P Batishev etc. covering problems of development of educational content in educational institutions of the labour reserves of new curricula and programs of inservice training. However, he points to significant shortcomings in them, in particular the lack of social and political Sciences, and the imbalance of theory and practice that, in his opinion, hindered the training of qualified workers. An important place in training, thought the author took the training. It is concluded that the first issue of the workers was of great economic and political importance of the institution of labour reserves began planning for the preparation and distribution of qualified personnel of the working class. It also shows that the labour reserves in the years of the great Patriotic war has successfully accomplished its mission, since it produced a decent replacement for workers who went to the front [10, p. 221].

Considering the war period for the development of vocational education, P. Batishev compares the methodology and software in the 1940 and 1943. In 1943, he points out, increases the number of hours on the job training, thus increasing the

weight of theoretical training to 37.7%. But the outstanding issue remained the shortage of qualified teaching personnel, who from the first days of the war went to the front [ibid., p. 223]. An outstanding phenomenon of the development of vocational education of the study period was adopted in 1944. the curricula of special vocational schools (for orphans who had a low level of education). They have ostanavlivalas equal proportion of General and vocational training.

The author also pays attention to the education of the young generation of the working class during the war years and the postwar period. It highlights the important social function of the system of labour reserves "protect the younger generation from the hardships of the war and postwar period" [10, p. 229].

These and other works of the outstanding scientist became the scientific Foundation of vocational pedagogy as a science of General and specific laws, patterns, characteristics, principles and conditions of formation, learning, training and education of the individual professional (skilled worker, engineers, teachers and other professionals). Vocational pedagogy studies the laws and the laws of human learning profession, the formation of professionally and socially important personal qualities of individual workers and production staff as a whole for various sectors of industry, agriculture and services, their professional skills to meet current and future requirements of a market economy.

In scientific-pedagogical literature the study period found a specific reflection of the General questions of didactics of vocational training. Scientists have tried to define basic didactic concepts. In Particular, A. Protopopov in the monograph "educational process in vocational schools" describes the concept "pedagogical process of professional schools." In his opinion, the essence of this process is that it is aimed at comprehensive development, the formation of student's personality, his physical and spiritual enrichment in terms of training and production, social activities with the aim of training a qualified worker. The author also raises the question of the method of implementation of the pedagogical process and believes that it consists of training, education, education, which are the main directions of educational activities of teachers and educators [12, p. 5].

With the above generalizations A. Protopopov regarding the correlation between teaching and learning, education and upbringing one cannot agree fully as training, education and upbringing can be considered as methods. Rather, the author meant that it's part of a holistic educational process or its implementation.

A. Protopopov was also determined the goal of the pedagogical process in vocational schools – training for national economy of highly skilled workers, owning advanced technique, the most perfect technology, production, vysokovitaminnye methods of work; the formation of active builders of Communist society. The author noted that a vocational school student's personality should be fully developed and formed in the spirit of the needs and requirements of the Soviet leadership. Usable development, identity formation can be ensured comprehensiveness of training, education, upbringing, which could be presented in the form of mental, moral, physical, artistic, production and technical and professional training, education, and education [12, p. 6].

Your generalizations about the teaching process in vocational schools V. Protopopov made in the mid 50-ies. Note that the researchers addressed this issue before.

In Particular N. Zaretsky in the early 40-ies drew attention to the need to build a pedagogical process on the principle of "intensity, not extensity of the work," in order to overcome formalism in the training. It was proposed to use the visibility, for example, in teaching the theory subjects (physics, chemistry, General studies, technology and materials). On the basis of a concrete study of visual AIDS is necessary to pay attention not only to the development of thinking, but also not to forget the development of observation skills. In particular for the development of observation the teacher should ask the students to observe chemical and physical phenomena in nature [5, pp. 17 – 19].

In the late 40's-early 50-ies. there is a contradiction between the new requirements for the training of skilled workers and inadequate education in institutions of vocational education, a weak intensification of the educational process. Teachers of vocational institutions tried to bridge the gap between theory and

practice. Thanks to their creativity became widespread implementation in practice of new forms and methods of training. However, along with a really new, progressive forms and methods, are often offered new in name only, which not only improved the work of the schools, but rather, let them to successfully complete their tasks.

In the early 50-ies of the published article N. Ryabova and F. Blinchevskii "methods of industrial training," which again focused the attention of scientists, methodologists and employees of the system of labor reserves to the need for the development of important pedagogical problems – methods of industrial training [15].

The choice of forms and methods of industrial training in the 50-ies of XX century due to the rapid desire of trainers to help students learn Stakhanov methods of work of highly skilled, advanced equipment and technology. This is reflected in the curriculum and reflected in the organization of educational process in most schools in different regions of the country.

In practice, were widely used tours, technical exhibition, drawings of the schemes of innovators, the reports of students at the technical conferences, acquaintance with the special literature, which contained information about leading methods of work of leaders of manufacture. So, with the aim of improving the quality of student learning and mastery Stakhanovite methods of the Communist party(Bolsheviks) of Ukraine ordered the Lviv administration of labour reserves to create and organize the learning process "lessons Stakhanov methods of work", which invite the noble Stakhanovite Lviv [16, p. 85].

Learning of advanced methods of labor prevalent methods that have been taken directly to production. In particular, she used the front and popular at the time the method engineer Kovalev. Use in schools this method contributed to the training of trainers, improvement of equipment and improvement of material-technical base of educational institutions, to restore order in workshops, the systematic replenishment of their modern technical and methodical documentation, improvement of quality of preparation of masters and teachers to the lessons and conduct their classes at a

higher level, enhancing the cultural work of schools and, above all, the production of culture.

Puzanov said that the work on the use of methods borrowed on production, it is appropriate to carry out the scheme in several stages:

- 1) received from companies materials on best practices;
- 2) study and analysis of the received material;
- 3) preparatory work on the organization of training for the selected methods;
- 4) conducting organizational-mass work among the school staff and pupils [13, p. 16 – 17].

Together with the improvement of the educational-production base and increase of business qualification and pedagogical skills of the trainers has paid great attention to the training of masters for lessons and quality of their conduct. It was an order, which in the days of theoretical training of pupils of the masters under the direct supervision of the Deputy Director or the senior master of the school was drawing up plans and outlines the next lessons the production of learning, training workshops and visual AIDS for classes. The lesson plans were necessarily approved by the Deputy Director, and training workshops were checked by the senior master of the school.

Under the plan of a lesson of inservice training in the craft, railway schools, schools FZO usually understood the plan of work of the master for each day. This plan reflects the purpose, content, organization and methodology of training. For holding the input instruction on the topic was abstract. Before the next lesson the master was acquainted with the drawings and technology of parts (products) that were supposed to make disciples in this lesson according to the production plan of the group and the list of educational works on a particular job, he also thought about how to teach students to process parts which to apply the instruments and the processing methods familiar with technical literature, consulted with teachers by special technology.

A form prevent mistakes in the process of industrial training was the standardization of the training and production work. The famous scientist, who was

actively involved in vocational education, P. Arkhangel'sk believed that it should be implemented in two ways: 1) the lessons of special technology and training in workshops students need to report data on a normal working tempo of the operation, reception that is being studied; 2) master in the manufacture of products should specify the time allotted to work on it. Despite the fact that students can atalantis that they are not sufficiently prepared, in the process of industrial training you need to focus on the slogan: "to Learn you need to work at this pace, which will later have to work" [3, p. 17 – 18].

An important aspect of the training was the acquisition of educational groups. M. Kowalski emphasized that the success of the training and education of students of vocational and railway schools depended on the acquisition of groups that should be guided by the following principles:

- 1) training should be carried out to homogeneity professions;
- 2) study group of the same profession should be stable in composition and homogeneous at the level of General education and age of students;
- 3) training young boys and girls should be separate.

The author believed strict adherence to the established principles a necessary condition for full preservation of the pedagogical foundations of learning: its availability to students, coherence and consistency [7, p. 5 – 7].

Note that the organization of theoretical and industrial training in the system of labour reserves was responsible of the content of education changed with it.

In 40-ies of the XXth century in the educational process of vocational schools gradually established lesson as the main form of training, however, it was also practiced other forms of training (lectures, talks, etc.). This period was dominated by reproductive methods of teaching. In 50-ies it became obvious mismatch of training in educational establishments of the system of labor reserves to the requirements of technical progress, changes in production and education. Gradually, theorists and practitioners of vocational education realized the necessity of intensifying the educational-cognitive activity of students. This has resulted in a variety of forms of

learning and the use of advanced methods of educational work, which stimulated the activity and independence of pupils (in particular, heuristic method).

Therefore, pedagogical issues, the content, forms and methods of organization of educational process in schools and FZO in the 40 – 50-ies of the XXth century due to the development level of the economy and especially industry, needs in specialists of a particular profile, the requirements of regulatory documents in the field of vocational education. In the conditions of rigid centralization of education, this complex relationship between the economy and the content, forms and methods of teaching was based on an administrative approach and authoritarian methods. The content of education General technical and special subjects lagged behind the achievements of science and technology and to have experienced significant ideological and political influence during the entire study period.

In 40-ies in the content of education was dominated by items of a technical nature and emphasis was placed on industrial training. This trend accelerated during the great Patriotic war, when the theoretical training was virtually eliminated, and the entire educational-industrial activity is switched off to fulfill the orders of defense.

In 50 years, in terms of technical progress, the curricula of vocational schools have undergone the most significant changes. It reduced the number of General subjects and introduced new General technical subjects (principles of electrical engineering, basics of technical mechanics), increased the amount of hours for studying of special disciplines. It also reduced the total number of training hours.

However, the work of educational establishments of the system of labour reserves at the outset was quite serious difficulties and shortcomings, which are usually almost never addressed in the Soviet pedagogical historiography. First, the vocational school and the school FZO did not have sufficient experience in the educational and production work on training skilled workers, which was reflected on the quality of training. Secondly, masters of industrial training that came out of production, had no experience teaching and are not familiar with the methods of training and education. Thirdly, difficult living and cultural conditions of life and

work of the student contingent was led to a weakening of discipline of education and work, voluntarily leaving work places and even educational institutions.

In these circumstances, the party and the Soviet government tried to respond to the circumstances that exist. In particular to strengthen the educational and political work by decree SNK from December 25, 1940. in schools and manpower introduced the position of Deputy Director for political Affairs, whose responsibility was to promote the political education of students. To colleges for the positions of Deputy for political Affairs was sent to experienced experts in political-educational work [6, pp. 16 – 17].

To overcome the shortcomings in educational work was taken primarily administrative measures. In particular, this event has become the order of the Presidium of the Supreme Soviet of the USSR of December 28, 1940. "The responsibility students of the craft, railway schools and factory schools for misconduct and unauthorized departure from school (school)". The Directors and teachers of educational institutions of system of labour reserves was allowed to expel and prosecute desorganization training, although it was noted that these means are only provided when all the possibilities of educational influence have been exhausted [8, p. 11]. For leaving school or schools the student could be imprisoned in a labor camp for a term of up to one year. Heads of correctional authorities immediately searched for those who self-willedally left educational institution and attracted to a disciplinary or even criminal responsibility of employees of schools that somehow were involved in avoidance training [see: 9].

Low level of professional training of masters of industrial training and teachers often caused antipeakon methods of education of students. There were cases when in schools has followed the practice of physical abuse and deprivation of power of students for various violations.

In the context of the Stalinist political regime, repression, and persecution the main purpose of educational work was the implementation of the ideological and political impact on children and young people. Therefore a Central place in the educational work of craft, railway schools and schools FZO held ideological and

political education, the main form of which was political instruction. Party organizations great attention was also paid to the propaganda lectures, interviews.

Thus, we have grounds for a finding that a professional education, an undeniable founder of which is S. Batishev, to a certain extent revealed methodological, theoretical and methodical bases of pedagogical process in the national vocational school in the 40-50-ies of XX century, in the system of professional training, including short-term and in the conditions of production.

Turning to the methodological foundations of vocational pedagogy, we note that it is primarily the position of philosophy, logic, sociology, Economics and psychology of education. By S. Batesii, this approach to the justification of methodological principles gives you the opportunity to present a generalization to a higher synthesis level of professional-pedagogical phenomena that cover a wide range of interaction of Sciences in the rationale of the educational systems in identifying the conditions of social reality, precisely the environment in which functioning vocational school. The theory of pedagogics of professional school, unlike other branches of pedagogical knowledge, developed through constant interaction of the laws of pedagogy, laws and regularities of the functioning of the various branches of production and spheres of professional activities.

It is regular that professional pedagogy and pedagogy of work closely connected with the various Sciences that study man, with philosophy, sociology, psychology. They are organically interrelated. Such an organic relationship functioning and holistic development of the system "man – society – nature"; "technology – production – company"; "man – labor – production collective" (P. Batishev). To ensure the integrity of the pedagogical process in every educational system in the mastery of their future profession students, as well as different categories of the adult population in continuing education is influenced by interdisciplinary and micklow connection. According to S. Batyshev, vocational education as a system object, covering all subject areas-employment, formation and professional development of a person at different stages of life. Pedagogy of work and professional pedagogy substantiates the following principles of vocational

education: the advanced nature of training, continuity, integration of vocational education and production, equal access to quality vocational education of different categories of population, the flexibility and relationship of vocational education with the restructuring and further development of the economy and employment, development of various forms of ownership, the combination of General and vocational training, the unity of professional training and education. In the future we consider it appropriate to undertake aspectual analysis of the training of skilled workers in vocational education in different historical periods.

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