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DEVELOPMENT OF EDUCATIONAL AND PEDAGOGICAL FORECASTING IN THE UKRAINIAN SOCIALIST SOVIET REPUBLIC DURING THE WORLD WAR II AND THE POST-WAR PERIOD (1940 – 1960)

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ABSTRACT

The article highlights the development of the problem of educational and pedagogical forecasting in the Ukrainian Soviet Socialist Republic during the World War II and in the post-war period (1940 – 1960). The scientist identifies conditional periods regarding the development of Soviet schooling in Ukraine during the war years. The teacher monitors changes in the demographic situation in the country. The researcher pays special attention during the specified period to improving the work of pedagogical education institutions. The scientist describes socio-political changes in domestic educational legislation. The researcher argues that the main thing in the restructuring of the public education system after the war was to combine learning with productive work.

KEYWORDS

Educational and Pedagogical Forecasting, World War II, Reconstruction of the Country

CITATION

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Introduction.

The world catastrophe of 1939-1945 also led to the emergence of new intellectual and cultural vectors associated with attempts to more fully understand the phenomenon of the existence of historical man. The young émigré historian L. Bilas, in a 1957 publication, metaphorically characterized this cognitive situation as a crisis of the "image of history" of modern man. Moreover, "mass", civilizational or national visions left extremely limited space for illuminating the inner world of the individual from the perspective of the enormous upheavals that occurred during the first half of the twentieth century. Thus, the past and the then present were increasingly viewed through the personalization of a historical person with various aspects of his social, cultural, and spiritual existence. Therefore, the focus of research practices is on the person himself, his individual and group reactions to a diverse spectrum of phenomena and events, and ultimately on the historical environment in which he constructs his own everyday existence, corresponding institutions, forms and structures, consciousness and hierarchy of values, etc. It seems that popular philosophical movements of the post-war period (personalism, existentialism) played the role of distinctive harbingers of a new cultural era, which is associated with the anthropological turn of the 1960s. This trend in post-war socio-humanities heralded a transition from the era of macrohistory, mass and impersonal, which dominated during the first half of the twentieth century, to microvisions, local dimensions and readings of the past (Yas, O. V., 2012, p. 33).

World War II (September 1, 1939 – September 2, 1945) was an armed conflict between two world military-political coalitions, which at that time became the largest war in the history of mankind. 62 states out

of 73 that existed at that time participated in the war. The fighting took place on the territory of three continents and in the waters of four oceans (Ukraine – Europe: chronology of development. Vol. 5, 2011, p. 456).

The World War II left a deep furrow in the historical destiny of Europe and the world. Its devastating firestorm rolled through the territory of Ukraine twice, without bypassing a single settlement. A deadly storm devastated the Ukrainian land, took lives, and shattered the destinies of millions of people. There was no family that did not experience disaster, that did not feel the pain of loss. The consequences of the war determined complex and contradictory socio-economic processes decades in advance, significantly influenced the psychology of post-war generations of people, and became a nervous component of modern life (Koval', M. V., 1999, p. 5).

The purpose of the study is to conduct a historical and pedagogical analysis of the development of the problem of educational and pedagogical forecasting in the Ukrainian Socialist Soviet Republic during the World War II and in the post-war years.

Methodology.

General scientific: analysis of monographic studies, foreign and domestic literature on the theory and practice of educational and pedagogical forecasting — to determine the general problem field of scientific work; synthesis, generalization and specification of theoretical provisions — to determine the conceptual and categorical apparatus of the research problem; induction and deduction — to correlate the general and specific in the problem of educational and pedagogical forecasting; combination of historical and logical in the study.

Results.

The domestic school went through difficult trials during the World War II. From the very beginning of the war, tens of thousands of teachers and high school students voluntarily went to the front with weapons in their hands to defend the Fatherland (Luzan, P. G.,

Vasyuk O. V., Bernova, O. M., 2007, p. 195). Young people built defensive structures, dug trenches, exported valuable industrial equipment, and worked in hospitals (Academician Petro TRONKO. Collection of articles, 2021, p. 98). The systematic approach to the specified activity is reflected in the orders of the People's Commissar of Defense of the USSR on pre-prescription military training in higher educational institutions and in correspondence with the Council of People's Commissars of the USSR on equipping military classrooms in schools with educational and visual aids, and the planned supply of uniforms to the initial reserve staff working in the People's Commissariat of the Ukrainian SSR (The Central State Archive of Higher Authorities and Administration of Ukraine, fund 166, description 11, case 460, sheet 1 – 9).

It should be noted that in the pre-war years, the so-called nationwide struggle for the further development of public education was completely subordinated to the highest party bodies. The education and upbringing of the younger generation was undertaken not by public teachers, but by party functionaries who, not being specialists in the field of education, imposed on pedagogical workers not only their forms and methods of work inherent in political propaganda, but also the content of education. Almost all textbooks for Ukrainian schools were produced in Russia. In Ukraine, they were only translated into their native language (El'kin, M. V., Holovkova, M. M., Korobchenko, A. A., 2009, p. 73). The management of higher education in the Ukrainian SSR was carried out by special orders of the People's Commissar of Education of the Ukrainian SSR on the procedure for the appointment, dismissal and transfer of nomenclature employees of the People's Commissariat of Education system (The Central State Archive of Higher Authorities and Administration of Ukraine, fund 166, description 11, case 461, sheet 1 – 9).

On the eve of the Great Patriotic War, Ukraine, like other republics of the former USSR, lived an everyday life. In the 1940/1941 academic year, the transition to secondary education began in cities, and to seven-year education in villages (Moskalenko, A. M., 2015, p. 275). On September 1, 1941, classes began in areas of Ukraine that were not occupied (some areas of Donbas, Odesa, Sevastopol, some areas of Chernihiv and Sumy regions). Students of Ukrainian schools who were evacuated to the east began their studies in 1941–1942 in schools in other republics — Russia, Turkmenistan, Kazakhstan, and Georgia (Luzan, P. G., Vasyuk O. V., Bernova, O. M., 2007, p. 195]. Changes in the vocational training system are supported by correspondence with regional departments of public education and heads of military training of educational institutions about their admission and transfer from one educational institution to another (The Central State Archive of Higher Authorities and Administration of Ukraine, fund 166, description 11, case 455, sheet 1 – 12).

Regarding the development of Soviet schooling in Ukraine during the war years, two periods can be conditionally distinguished: the first (1941-1942) was aimed at preserving the school and restructuring its work

in accordance with wartime conditions; the second (1943-1944) provided for strengthening the school in the liberated territories and improving the quality of its work (Pronikov, O. K., 2015, p. 257). The peculiarities of the work of special schools in the specified period are reflected in orders, plans, information, instructions and correspondence with the People's Commissariat of State Control on the work of the People's Commissariat of the Ukrainian SSR for 1941 (The Central State Archive of Higher Authorities and Administration of Ukraine, fund 166, description 11, case 486, sheet 1 – 31).

With the beginning of the war, part of the population and material assets, state institutions, including public education institutions, were evacuated, and an underground and guerrilla war with the invaders began in the occupied territory (Artemova, L. V., 2006, p. 318). On June 27, 1941, a resolution of the USSR government "On the procedure for the export and placement of human contingents and valuable property" was adopted. According to it, the People's Commissariat of Ukraine temporarily moved to Kharkiv. The Research Institute of Pedagogy also moved here. Kyiv University was evacuated to the city of Kzyl-Orda (Kazakhstan), where the united Ukrainian State University was established on its basis and on the basis of Kharkiv University, with O. Rusko as its rector. The Academy of Sciences of Ukraine moved to the city of Ufa. Kyiv Polytechnic, Medical and other institutes were evacuated. The operational group of the People's Commissariat of Ukraine, together with the People's Commissariat of Russia, organized classes and groups with Ukrainian language of instruction in some schools of the RSFSR, where students from Ukraine, in particular from Kyiv, were evacuated. Here, curricula and programs of Ukrainian schools were used, and teachers who were evacuated from Kyiv and other Ukrainian cities worked as teachers (Trygubenko, V.V., Nesterenko, L.S., 2002, pp. 251 – 252).

During the war, there were "forest schools" opened by partisans. For the most part, they were rudimentary and operated in difficult conditions. There were no suitable premises for classes; they were held in peasant huts, in forest lodges, or in the open air. The locations of forest schools often had to be changed, there was a shortage of paper and school supplies, and they worked according to independently developed curricula (Pronikov, O. K., 2015, p. 257).

It should be noted that the entire complex of issues of evacuation, admission and placement of children in boarding schools received a state-legal basis in a number of government documents, the most important of which was the resolution of the Council of People's Commissars of the USSR of January 23, 1942 "On the placement of children left without parents." Boarding schools occupied an important place in the system of education and training during the war years. They provided children with conditions for survival, educating them in the spirit of collectivism, patriotism, and citizenship (Zaychenko, I. V., 2010, p. 719; The Central State Archive of Higher Authorities and Administration of Ukraine, fund 166, description 15, case 1, sheet 1 – 31; The Central State Archive of Higher Authorities and Administration of Ukraine, fund 166, description 15, case 2, sheet 1 – 113).

It should be noted that military actions on the territory of Ukraine led to the following negative transformations in the sphere of public education: 82 thousand schools were destroyed, in which 15 million students studied before the war; 334 higher education institutions, in which 233 thousand students studied; 605 scientific and research institutions. The war also caused the cessation of the functioning of educational institutions for the training of pedagogical personnel: if at the beginning of 1941 there were 396 of them operating in the country, then at the end of 1942 there were only 203 (Dzhaman, T. V., 2018, p. 157).

Even in the difficult conditions of the war, scientific research work in the field of pedagogy did not stop. Attention was paid to improving the content of education. Given the situation, military and defense topics were introduced into educational subjects, and the patriotic focus was strengthened in the study of history and literature. It should be noted that in 1943 a resolution was adopted to create sanatorium kindergartens, where children with weakened health were provided with necessary nutrition and constant medical care. The children were here 24/7 for 3-6 months. Even in times of devastation, children were provided with enhanced nutrition and constant medical care. Pedagogical work in these institutions was carried out taking into account the health status of children (Artemova, L. V., 2006, pp. 321 – 322).

Since 1943, the restoration of schools in the regions of Ukraine liberated from the occupiers began. On December 31, 1943, the Council of People's Commissars of the Ukrainian SSR adopted a resolution "On the organization of registration of children and adolescents aged 7–15 and on the procedure for monitoring the implementation of the law on compulsory general education." On September 31, 1944, schools resumed operations in the vast majority of Ukraine. In 1943/44, there were 12,802 schools in Ukraine, with 1,770,179 students. Since 1944/45, compulsory schooling for children was introduced, starting from the age of seven, which helped to close the gap between preschool institutions and school. In August 1943, "Rules for Students" were adopted, which defined their responsibilities and rules of conduct. Since 1943/44, a digital five-point

system for assessing student performance and behavior was introduced in schools (Levkivs'kyi, M. V., 2020, pp. 166 – 167; The Central State Archive of Higher Authorities and Administration of Ukraine, fund 166, description 15, case 2, sheet 1 – 113; The Central State Archive of Higher Authorities and Administration of Ukraine, fund 166, description 15, case 3, sheet 1 – 125; The Central State Archive of Higher Authorities and Administration of Ukraine, fund 166, description 15, case 5, sheet 1 – 95).

To provide general education to adolescents employed in production, in 1943 a resolution was adopted to establish evening schools for working-class youth, and in 1944 for rural youth. This type of school continued to provide education for many years after the war. The Suvorov and Nakhimov schools established during the war continue to operate (Artemova, L. V., 2006, p. 322).

Extracurricular activities were revived. The number of school subject clubs, such as literary, mathematical, historical, physical, etc., has increased significantly. Gradually, educational and production circles began to emerge and spread (Trygubenko, V.V., Nesterenko, L.S., 2002, p. 260).

On June 21, 1944, the Council of People's Commissars of the USSR adopted a resolution "On Measures to Improve the Quality of Education in Schools," according to which final exams were introduced for students who had graduated from primary and seven-year schools, as well as exams for the Maturity Certificate for those students who had graduated from secondary school. This resolution also introduced the awarding of gold and silver medals to high school graduates (Levkivs'kyi, M. V., Pashchenko, D. I., 2019, pp. 320 – 321; The Central State Archive of Higher Authorities and Administration of Ukraine, fund 166, description 15, case 6, sheet 1 – 116; The Central State Archive of Higher Authorities and Administration of Ukraine, fund 166, description 15, case 7, sheet 1 – 173; The Central State Archive of Higher Authorities and Administration of Ukraine, fund 166, description 15, case 8, sheet 1 – 576; The Central State Archive of Higher Authorities and Administration of Ukraine, fund 166, description 15, case 9, sheet 1 – 415).

The demographic situation changed significantly during the war years. The birth rate decreased, and many children died. In 1944, a decree of the Presidium of the Supreme Soviet of the USSR "On increasing state assistance to pregnant women, mothers with many children and single mothers" was issued. For the latter, the cost of a child's stay in kindergarten was 50% of the total salary. Children of single mothers were enrolled in kindergartens without waiting lists. The development and improvement of preschool education was facilitated by the resolution of the Council of People's Commissars of the USSR "On measures to expand the network of children's institutions and improve medical and household services for women and children", adopted in 1944. Thanks to the implementation of the aforementioned documents on the ground and a set of state measures, the number of preschool institutions exceeded the pre-war level. Their pedagogical work was aimed at the physical development of children, at cultivating in them a sense of patriotism and internationalism (Artemova, L. V., 2006, p. 324).

During the specified period, special attention was paid to improving the work of pedagogical education institutions. In particular, a specific program of measures to improve the work of pedagogical institutions of higher education was defined in the resolution of the Council of People's Commissars of the USSR of August 20, 1945 "On improving the training of teachers." Based on this resolution, the Union Government has planned specific ways to improve the activities of pedagogical educational institutions, namely:

- abandon the practice of short-term training of teachers from among those who do not have secondary education;
- establish different groups of pedagogical institutes, teacher training institutes and pedagogical schools with a constant number of enrollments for the 1st year;
- expand postgraduate studies at pedagogical institutes and introduce one-year special training for teaching;
- to propose to local Councils of Workers' Deputies to provide assistance to pedagogical institutes to strengthen their educational and material base, improve cultural and everyday services for students (Medvid', L. A., 2003, p. 306).

In 1945, due to certain socio-political changes, Ukrainian educational legislation acquired a certain degree of independent character and the following resolutions of the RNC of the Ukrainian SSR and the Central Committee of the CP(b)U appeared: "On textbooks in the Ukrainian and Russian languages for primary schools of the Ukrainian SSR", March 1, 1945; "On changes in the curricula and programs of primary school and the first-fourth grades of seven-year and secondary schools of the Ukrainian SSR", September 5, 1945; "On the organization of an additional (eleventh) pedagogical class at 6 women's secondary schools", September 13, 1945; "On improving the study of foreign languages in seven-year and secondary schools of the Ukrainian SSR", 1946; "On the abolition of military training for boys and girls in grades 5–7, girls in grades 8–10, and

on changes to the programs of pre-conscription training for students in grades 8–10", August 22, 1946, etc. (Bereziv's'ka, L. D., 2008, p. 232).

In the western regions, after liberation from fascist occupation, the reconstruction of the Soviet education system began. In 1946, a university was opened in Uzhhorod. In 1949, an interregional correspondence secondary school was opened in Lviv. By providing opportunities to receive certain educational assistance at counseling centers, it served all interested students (Moskalenko, A. M., 2015, p. 277).

The people's hopes that the cruel Stalinist regime would be weakened after the victory were not fulfilled. Since 1946, a new attack on national culture began, and Russification intensified. Under the guise of fighting bourgeois culture, all manifestations of Ukrainian patriotism were persecuted. The poet V.M. Saussure was accused of nationalism for the poem "Love Ukraine", Ukrainian writers for the published "History of Ukrainian Literature", historians for the first volume of "History of Ukraine", composer K.F. Dankevych for the opera "Bohdan Khmelnytsky" and many others (Lyubar, O. O., Stel'makhovych, M. H., Fedorenko, D. T., 2006, p. 367).

In early 1946, the first post-war five-year plan for the reconstruction and development of the USSR's national economy was adopted. It envisaged the expansion of the school network to 193 thousand with a number of students of about 32 million (Mel'nychuk, O. S., 2001, p. 53).

After the end of the war, the reconstruction of the national economy and the resumption of the work of comprehensive schools began in Ukraine. The development of schools required providing them with teaching staff, the lack of which was very much felt during this period. To solve this problem, a number of measures were taken: eleventh pedagogical classes were opened in some women's secondary schools and the network of pedagogical schools (the term of study was two years) that trained primary school teachers was expanded, the network of pedagogical institutes was expanded, and teacher training was denied to persons who did not receive secondary education in a short period of time; postgraduate courses operating at pedagogical institutes were expanded, and special training for teaching activities was introduced (the term was one year). Since 1946, in order to improve the level of training of future primary school teachers, pedagogical colleges have switched to a four-year period of training specialists. Since 1948, teachers have been awarded orders and medals for years of service and impeccable work (Moskalenko, A. M., 2015, p. 280).

The educational process in schools was permeated with the ideas of "Marxism-Leninism and proletarian internationalism." In higher education institutions, a significant number of hours were devoted to studying Communist Party disciplines. Such a policy led to the erosion of the national psychology and cultural tradition of the Ukrainian people among the younger generations of Ukrainians (Trygubenko, V.V., Nesterenko, L.S., 2002, p. 267).

In 1949, compulsory seven-year general education was introduced. In 1952-1953, teacher training institutes were reorganized into pedagogical institutes (the term of study was five years). The professional and pedagogical training of students improved, the requirements for teachers' knowledge increased, and concern for their financial situation was shown (teachers' salaries and pensions increased, various benefits and privileges were provided) (Moskalenko, A. M., 2015,

p. 280). In 1956, a new type of school was created — a boarding school, which accepted children of single mothers, disabled people, and orphans (Levkiv's'kyi, M. V., 2011, p. 167).

In March 1954, a scientific and practical conference of school workers in Kyiv was held on the issues of implementing polytechnic education. Lectures and reports on scientific and methodological topics occupied a significant place in the work with teachers. It should be noted that in September 1958, all newspapers in the Soviet Union published the "Theses on School Reform" of the Central Committee of the CPSU, which stated the need to bring school closer to life and involve schoolchildren in production. To these, of course, correct provisions, the most important point about the language of instruction in secondary schools was added. The project gave parents of students in each school the right to decide for themselves in which language instruction should take place in a given school (Trygubenko, V.V., Nesterenko, L.S., 2002, pp. 265 – 266, 270).

On December 24, 1958, the Supreme Soviet of the USSR adopted the law "On Strengthening the Connection between School and Life and on the Further Development of the Education System in the USSR." According to this law, a new school education system was established:

- universal compulsory eight-year school for children aged 7 to 15-16;
- full secondary education for adolescents and young people aged 15-18 (daytime secondary schools, evening (shift) and correspondence secondary schools for working youth);
- boarding schools, special boarding schools for children with physical and mental disabilities;
- technical schools and other secondary and higher educational institutions.

The main thing in the restructuring of the public education system was to combine learning with productive work. From the age of 15-16, all young people were required to engage in socially useful work as much as possible (History of pedagogy, 1999, pp. 274 – 275). In high school, industrial training and mandatory vocational training were introduced; school graduates had to work for 2 years in production and only then enter a higher education institution (History of pedagogy, 2007, p. 129).

The content of education is changing. Subjects such as mathematics, physics, chemistry, natural sciences, and others gradually began to be taught on a polytechnic basis and linked to production. In addition, since the mid-1950s, manual labor has been introduced into schools in grades I-IV, practical classes in school workshops for students in grades V-VII, and practical classes in mechanical engineering, electrical engineering, and agriculture in grades VIII-X. Workrooms and workshops are being created, production workers — labor teachers — are being involved, and a material base for workshops is being formed (Mel'nychuk, O. S., 2001, p. 53).

In July 1959, the Central Committee of the Communist Party of Ukraine adopted a resolution "On the State and Measures for the Further Development of Pedagogical Science in the Ukrainian SSR." It, in particular, provided for the creation of an institute of scientific correspondents at research institutes of pedagogy and psychology from among advanced school teachers, lecturers of pedagogical institutes and universities; the creation of a republican pedagogical museum and a republican scientific and pedagogical library; holding scientific conferences and congresses of teachers, etc. And although much of this remained an unrealized declaration, such as the creation of a pedagogical museum, overall the resolution played a positive role in the educational life of Ukraine. Thus, a significant event in the educational and pedagogical life of the republic was the Congress of Teachers of Ukraine, which took place in October 1959 in Kyiv. In particular, he contributed to the dissemination of the experience of the best teachers of Ukraine (Trygubenko, V.V., Nesterenko, L.S., 2002, p. 274).

It should be noted that since the late 1950s, the study of the Russian language has been intensified in primary schools. This rapidly led to the formation of contempt among young people for their native language, culture, Ukrainian customs, traditions, and rituals, and as a result, the Ukrainian language was being destroyed (Moskalenko, A. M., 2015, p. 282).

During this period, special attention was paid to expanding the network of schools and the contingent of students in grades 8-10, as well as improving the quality of teaching. The tasks set for pedagogical workers were: improving the quality of students' knowledge; strengthening work on communist education; comprehensive study of students; deepening the ideological and general educational pedagogical training of teachers (El'kin, M. V., Holovkova, M. M., Korobchenko, A. A., 2009, p. 72).

Conclusions.

Therefore, the development of educational and pedagogical forecasting in the Ukrainian Socialist Soviet Republic during the World War II and in the post-war period can be conditionally structured into two stages:

- at the first stage (1940 – 1945) — measures were taken to combat difficulties and shortcomings, to preserve the school and the education system;
- in the second stage (1945 – 1960) — there were measures to strengthen the organizational and pedagogical structure of the school, improve the quality of all educational work, and strengthen discipline and order among students.

School education and teaching staff became the subject of special attention of Stalin's totalitarian regime. Despite significant losses during the war years, changes in the social system took place in Ukrainian society (liberalization, de-Stalinization), which led to positive changes throughout the country (the cessation of the campaign against nationalism, the expansion of the republic's rights in international activities, the rehabilitation of victims of Stalinist repressions).

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