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## **EDUCATION AS A MAIN FACTOR IN THE SOCIAL DEVELOPMENT OF UKRAINE: HISTORICAL EXPERIENCE OF THE PERIOD «PERESTROIKA» (1985-1991)**

In the nowadays globalizing world education has a comprehensive personality development. It forces us to think more broadly, to give ourselves the benefits of self-development and professional realization. The main purpose of education, in the broadest sense, is the ability to convey cultural heritage and values, help to form the correct socio-political and social position, socialize and adapt to the times. In the context of modern educational reform in Ukraine, this topic is extremely relevant, because, having gained independence in 1991, Ukraine received not only freedom but also the Soviet heritage, in particular, in the educational sphere, which must be taken into account to avoid mistakes in the future. A particular model of education was «declared» by scientific and educational workers during the «Perestroika» period, who, under their professional activities, were the moderators of the formation of the society at that time, mentality, worldview, and ideology. Educators faced the difficult task of adapting the educational process to the demands of time, in the conditions of socio-political reforms to find a new scientific and educational paradigm, the methodology of its implementation. Besides, scientific and educational figures on that day, on the one hand, were faithful Leninists, executors of the «top» instructions, builders of communist ideology, and on the other, represented a progressive and thinking part of a society that carried the light, constructivism, progress, free-thinking, a national idea, and so on.

**Keywords:** education, ideology, scientific and educational intelligentsia, «Perestroika» period, publicity.

Even in the 1980s Soviet researchers qualified the Soviet education system as a crisis, among them V. Diachenko<sup>1</sup>, Ye. Klementiev<sup>2</sup>, L. Rubin<sup>3</sup>, V. Liedniiov<sup>4</sup>. Therefore, the purpose of this article is to show the ambiguous position of the scientific and educational intelligentsia in the period «Perestroika», democratization and publicity, the position of the educational process of Ukraine, its impact on social development.

Restructuring, publicity, and democratization in the Ukrainian SSR in 1985-1991 greatly expanded the possibilities for making necessary adjustments to all spheres of socio-political and cultural life and for the development of a new society. This became possible by the official course of the country on «Perestroika» and the removal of numerous information taboos, the discovery of the so-called «white spots» in history. This situation has been fueled by increased attention from the West, as it has become possible within the framework of the USSR policy of publicity and democratization. Which, in turn, oriented Soviet society to Western European values, democracy, and the free market. Such interest greatly embarrassed the official authorities. From the official records, we can see that any response of the Western press on the situation in the USSR was perceived and interpreted by Soviet ideologues as bourgeois-nationalist whose main task was to prove the absence of any restructuring<sup>5</sup>.

<sup>1</sup> Дьяченко, В. К. (1984). *Общие формы организации процесса обучения*. Красноярск.

<sup>2</sup> Клементьев, Е. Д. (1984). Социально-философские аспекты образования. *Вопросы философии*, 11.

<sup>3</sup> Рубина, Л. Я. (1991). *Образовательный путь поколения. Социальные проблемы образования*. Свердловск.

<sup>4</sup> Леднев, В. С. (1991). *Содержание образования: сущность, структура, перспективы*. Москва.

<sup>5</sup> Центральний державний архів громадських об'єднань України (ЦДАГО), ф. 1, оп. 32, спр. 2446.

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Understanding the power and efficiency of education and science, the authorities of the Ukrainian SSR had great hope in this field, since it was necessary to maintain the established political paradigm at all costs, but in a slightly changed form. That is why, in the program of the powerful Communist Party of the Soviet Union, great attention was paid to ideological and educational work, which used exclusively Marxist-Leninist ideology. In the ideological work of the CPSU, priority was given to the education of communism, to Soviet patriotism. In the ideological and educational work were set several tasks, namely, the formation of the scientific outlook, labor education, the establishment of communist morality, patriotic, international legal and atheistic upbringing. Concerning public education, the party pursued a course in raising educated people capable of both physical and mental work, active activity in the economy, science, and culture. The Public School provided access to knowledge for all citizens. In public life, the role of the media and propaganda has increased.

The reform of the general and vocational school was based on the principles of Leninism of the Unified Labor Polytechnic School and aimed at the gradual transition to vocational education. Before the school, several tasks were put forward, in particular, in instilling a love for the Soviet state, collectivism, respect for the elders, teachers, development of student self-government. All these measures should lead to further development, and in the future – the merger of the vocational and social-educational schools. At the same time, the Party attached great importance to the development of advanced training systems<sup>1</sup>.

The XXVII Congress of the CPSU set out to accelerate the socio-economic development of the country. This was dictated, not least, by scientific and technological progress, which in turn required the improvement of all forms of general and advanced training. Particular importance was attached to the training and professional development of teaching staff, as the role of young teachers in the life of society and school increased. Their postgraduate education was considered as an important element for specialist. Moreover, it compensated for the under-development and shortcomings of university education. Such measures were supposed to promote the professional adaptation of the teacher to the new environment and to stimulate the development of skills to the development of the teacher's personality, the formation of an active socio-professional position<sup>2</sup>. The educator was seen as an intelligent educator, ideologist, undeniable authority that shapes life's position and priorities, laying the groundwork for the future Soviet state.

However, the theoretical plans of the ruling elite often diverged from their practical implementation in real. Democratization and radical changes in the socio-economic sector have set the state a number of challenges in the public education system<sup>3</sup>. First of all, it was about the theoretical and methodological foundations of the educational process, its qualitative implementation, meaningful content, etc. Of course, the content of the lesson was determined by the curriculum but the programs changed almost every year. For example, the hours for studying Ukrainian have been increasing and decreasing. All this happened on condition that the Law on Languages in the Ukrainian SSR 1989 defined Ukrainian as the state language. The situation was compounded by the unfair stimulation of Russian-speaking philologists with a fifteen percent salary allowance, which in turn angered the Ukrainian. Moreover, the lack of teaching materials led to poor teacher training because they could not physically prepare and develop a lesson without a lesson plan. Ukrainian education needed Ukrainian-language kindergartens, schools, teachers of the Ukrainian language, new textbooks, manuals, scientific-methodical, reference literature, didactic materials. There was a need to create conditions for self-education and professional skills<sup>4</sup>.

Publicity policy has helped to reduce censorship and remove numerous taboos existing in the Soviet Union. Thus, a new, true reading of the classical literature took place. This has led to the outflow of such stagnant phenomena in literature as censorship and the directing of school textbooks and manuals to the class approach. After all, the attitude in the Soviet country to the printed word as the highest authority led

<sup>1</sup> Березняк, Е. С. (1988). Программа коммунистической партии Советского Союза (Извлечения). *Молодому учителю*, 5-13.

<sup>2</sup> Онушкин, В. Т., Вершловский, С. Г. (1988). Социально-педагогические проблемы послевузовского образования молодых специалистов. *Проблемы совершенствования послевузовского образования молодых учителей в свете решения XXVII съезда КПСС. Тезисы докладов и выступлений на Всесоюзной научно-практической конференции (Гродно 9-11 февраля 1988 г.)* Гродно, I, 192.

<sup>3</sup> Известия ЦК КПСС (1990). *О позиции по проблеме деполитизации народного образования. Постановление Секретариата ЦК КПСС*, 11 (310), 14-19.

<sup>4</sup> Пономаренко, В. М. (1991). До проблем сучасного уроку української мови (Роздуми методиста). *Українська мова і література в школі*, 2, 53-56.

to the dominance of the black and white vision of reality<sup>1</sup>. Due to the restructuring of the educational process, education removes the ideological dogmas and myths, stereotypes, schemes that were previously planted. The following problems become relevant: first, the change of ideological and political work in pedagogical institutions; second, the cooperation of the old guard of educators with the social forces that support the ideas of perestroika; third, the formation of students and students of socialist consciousness and morality.

The implementation of this state course in public education has encountered objective obstacles related to the crucial nature of the problems raised. Namely, the inertia of old approaches and conservatism, as well as the complete absence of scientific and methodological literature that meets the requirements of the times. There are confusion and inability of society to act in unusual conditions and situations. The newly formed opposition forces are trying to exploit the current situation against the Communist Party. Yes, the slogan «Depoliticization!» is put forward. At the same time, the opposition has set itself the task of politicizing students and turning them into a striking force in the fight against the existing polity<sup>2</sup>.

Significant was the fact that the interpretation of history before the restructuring had a monopoly of the party, which in turn was reflected in textbooks on the history of the USSR and the USSR. The content of the textbooks reflected the dominant views of national history to the greatest extent possible. The change of government only contributed to the chapters on the meaning of the country's First Person. Thus, the story was vicious, lacking anything that raised doubts. To preserve unlimited power, the government was interested in distorting the historical truth, which led to the well-known «white spots». Publicity has broken the decades-old order, the situation is «when history is reproduced by newspapers, magazines, cinema, and therefore, textbooks cannot bypass this fact»<sup>3</sup>. At the beginning of the 1989 academic semester, the names of such subjects as «History of the CPSU» and «Scientific Communism» disappear from the university's schedule. Instead, they appear: «The socio-political history of the twentieth century.» and «Problems in the Theory of Modern Socialism and Philosophy»<sup>4</sup>. The main achievement of the «Perestroika» was the debunking of Stalin's dictatorial policy and the rehabilitation of the victims of the totalitarian Soviet Union<sup>5</sup>. On the shoulders of teachers, academics, practitioners lay the problem of developing new curricula, improving the methodological base due to innovations in curricula, and had to develop theoretical recommendations and practical materials to ensure the educational process. In this sense, scientific and methodological journals of the Ministry of Education of the Ukrainian SSR type «Ukrainian Language and Literature at School» became a practical assistant for teachers of humanities. Permanent headings «New in the program», «Pedagogy of Perestroika period», etc. were launched on the pages of the magazine<sup>6</sup>. Rural education remained a major problem. Rural students were significantly inferior in intellectual development to urban ones. This was preceded by some reasons: first, the teacher's lack of readiness; secondly, the topics were recorded in the journals but not taught; third, the use of students in collective farm work. Yes, although there were instructions not to separate students from learning, in real life everything was the other way around. Due to this, few rural students were entering higher education. Thus, in 1990 only 3% of rural children were among freshmen of different universities. Returning to the village was not essentially willing. As emphasized by teacher M. Perevoznyi, the citizen will not go to the village, and if he does, then only for 2-3 years<sup>7</sup>.

In the USSR, the propaganda of criticism and the debunking of a hostile ideology, under which meaning bourgeois, was well established. In particular, in the USSR the party has accumulated vast experience of class education of the society, and especially of its thinking part – the intelligence. The education of the latter was given particular importance as it was considered as a theoretical and practical barrier that could halt imperialist propaganda. Scientific, educational, scientific and technical, creative intelligence of Ukraine was actively involved in ideological and political activity among the masses. Each year, about a quarter of a million lectures have been held in the Ukrainian SSR on topics related to the internal and foreign policy of the CPSU, the scientific and technological revolution. Attention was constantly drawn to the fact that anti-Soviet activity was intensified on such dates as the celebration of Kyiv Day, the victory over Nazi Germany, and so on. Emphasis was placed on controlling nationalism as a «powerful national

<sup>1</sup> Косьмій, Б. М. (1991). Двоєюк правди не буває. *Українська мова і література в школі*, 6 (412), 40-42.

<sup>2</sup> *Постановление о позиции по проблеме деполитизации народного образования, 1990* (Секретариата ЦК КПСС). *Известия ЦК КПСС.*, 11 (310), 14-19.

<sup>3</sup> Бычков, Ю. (1989). Честно о прошлом. *Правда*, 13 (25731), 3.

<sup>4</sup> Алексеева, О. (1989). Конец монополизма. *Комсомольская правда. Собеседник*, 41 (294), 2.

<sup>5</sup> Попик, В., Табачник, Д. (1990). У чорторії Беріївської змови. *Україна*, 49-50, 38-44.

<sup>6</sup> Козлов, А. В. (1989). Має бути чіткий план публікацій. *Українська мова і література в школі*, 2 (384), 56.

<sup>7</sup> *Українська мова і література в школі* (1990). *Рядки з листів*, 7 (401), 89.

virus». After all, according to the party vision, the «bourgeois falsifiers of history» used all methods to lower the level of culture of the Eastern Slavs and diminish their significance in the context of the development of world civilization. At the same time, the Communist Party constantly advertised the inability of such thoughts, in whatever form they were. Propagation of the ideas of proletarian internationalism among the intelligence was considered a top priority of Communist social scientists.

For example, Glushkov institutes of cybernetics, physics, electrodynamics, theoretical physics, molecular biology and genetics, Ukrainian Academy of Sciences, Institute of philosophy and law, we can see the work of methodical seminars, to discuss domestic and foreign policy issues, developed the class and scientific assessment of the events of contemporary society. Despite the declared policy of «publicity» and democracy, the government continued to monitor the activities of research and educational intelligentsia of Ukraine, trying to «educate». Special attention was paid to the elucidation of the problems of ideological confrontation, the advantages of socialism, debunching technocratic theories, the role of the intelligence in a socialist society, and the like. Thus, Dnipropetrovsk University has held a conference on the theme «the Struggle of philosophical ideas in modern society». Conducted classes with «Criticism of idealistic and metaphysical concepts of the bourgeois philosophy of technology», «Criticism of bourgeois sociological concepts» and the like. Under the close supervision of the party organizations of Ukraine were labor groups of the intelligentsia. Controlled by political thought and, if necessary, resisted any manifestations of dissent. The party noted that a good result was observed in the tradition of «patronage» scientists, experts, writers of the older generation over the young. It helped to adopt the necessary Communist experience moral and political vision and understanding of the situation. In Kharkiv, Lviv, Odesa and other regions of Ukraine held a special evening for intellectuals devoted to the topic «Facts versus lies».

The experience gained at the Institute of Electric Welding named after Paton on the ideological and political education of scientific intelligence. In order to improve the philosophical and methodological training of scientists, a single methodological seminar was created. The seminar was held in close cooperation with the Institute of Philosophy of the Academy of Sciences of the USSR, whose scientists conducted classes on counter-propaganda, worldview and socio-political issues. Theoretical seminars became the main form of training for leading specialists, candidates and doctors of sciences. The content of such teaching was an in-depth study of Marxism-Leninism, ways of accelerating scientific and technological progress, developing modern economic thinking, etc<sup>1</sup>. Against the background of general political processes, radicalization and politicization of the student body took place in Ukraine. There were student «fronts», «waves», «brotherhoods», «associations». In our opinion, all this could not have happened without the influence of the teaching staff. Because there were patriot teachers among the teachers, though there were also representatives and supporters of the old guard who did not want innovations and changes. But no matter what, students and teachers were closely connected and so teachers were forced to respond to the needs and demands of the student body<sup>2</sup>. Education needed new vectors of learning, the old system was a product of the past. Students needed a new ideology, and most importantly a true one. Teachers had to accept all the challenges of time, self-improvement and practice in scientific and technological achievements that penetrated the educational process. The press, teachers, cultural figures, writers in various forums were keenly asked questions about the importance of the Ukrainian language and the language culture. In promoting the Ukrainian language, the interagency collection of the Word Culture played an important role. He played a key role in expanding knowledge of the language, pointed the way to language culture, aroused interest in linguistic science<sup>3</sup>.

Teachers of the study period justifying himself noted that «not so bad» and «gradual improvement». The education system in Ukraine was anti-Ukrainian and anti-national because it was created to meet the needs of another state to form a «new type of man», «the Builder of communism», which meant denationalization. The task of education was to educate the artists «party solutions» – «true Leninists». In teaching, any dissent was persecuted because it was considered a crime. It is therefore not surprising that the educational workers were the most conservative segment of society. The Soviet education system was in crisis, as indicated by the signs: first, the lack of spirituality because they do not have formed views about universal values of morality (Christianity); second, it is unscientific, because the vast majority of important

<sup>1</sup> Доброхотов, Л. Н., Сбыгов, В. Ф. (1986). *Советская интеллигенция: вопросы идеологической борьбы и критики буржуазных теорий*. Москва: Знание, 76.

<sup>2</sup> Унгуриян, О. (1990). Очима допотопного яшура. *Радянська жінка*, 8, 28-29.

<sup>3</sup> Очеретний, А. Д., Чухліб, В. Ф. (1990). Культура слова. *Українська мова і література в школі*, 31, 32, 2 (396), 84-86.

topics were considered superficial, while secondaries were detailed. The complication of the program's content led to the distortion of concepts and vulgarization, third, the extensivity, as supplied a lot of material from many areas, but it was not the quality of his learning. The teacher chastised hours» and not taught. As a consequence, students had no skills, no skills; fourth, the inefficiency, since this situation contributed to the fact that teachers could not cope with the education of students, did not form a correct worldview, but it Nishino thirst for learning and nurture the uneducated and ill-mannered individuals; fifth, bureaucratic, because the main criterion of a teacher's work was «success» that forced teachers to consciously focus on weaker students and reduce the level of teaching. Red tape is not led teachers to feel the students ' knowledge. At the same time, teachers degraded, focusing on the weak students, lost the creative process, there is a routine. The meaning of work was reduced to memorization, not analysis, comprehension, synthesis; sixth, antiintellectualism, because education was seen as preparation for the labor market, not as self-improvement, self-enrichment of the personality<sup>1</sup>.

Despite all of the above, the «Perestroika» period caused a surge in interest in our history, national culture, and interesting moments of the past. Knowledge of the historical and cultural heritage was a necessity and requirement of that time to elevate the national idea and dignity. This view is confirmed by the Declaration on State Sovereignty of the Republic, which was adopted on July 16, 1990. The Declaration stated that the Ukrainian SSR ensured the national and cultural revival of the Ukrainian people and its traditions. Historical consciousness, national-ethnographic features, the functioning of the Ukrainian language in all spheres of public life. Also, along with all nationalities, the right of national and cultural development was guaranteed<sup>2</sup>.

Education was also influenced by the general socio-cultural changes that took place in society. More attention is paid to the protection of cultural and historical monuments, the heritage of folk poetry, manuscripts. A new periodical «Monuments of Ukraine» appears. Movies, performances, and literary works are shown to better show the history of the past. Views on the role and place of religion in the history and culture of Ukraine are changing<sup>3</sup>. Foreign philosophy of the XX century was more intensively reflected by Ukrainian scientists. After all, the foreign works contained a considerable amount of objective information about the positive result of the philosophical schools of the USA, Germany, France, etc. In the USSR, interesting and fruitful ideas were suppressed by loud discussions and accusations of preaching «bourgeois philosophy»<sup>4</sup>. According to S. Pavlychko, «... discovering the books of modern Western researchers, we finally realized that in a closed Soviet society, we were almost half a century behind»<sup>5</sup>.

Thus, education in Ukraine was an integral part of social processes in the context of «perestroika» reform, it was experiencing crisis trends, as was the whole Soviet system, besides, the certain group of patriotic pedagogics was distinguished among the educational environment, who advocated the national ideas, popularized own culture, customs and everyday life. And as innovators, they took responsibility and passed on their experience, and skills to the young generation.

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