

**Ministry of Education and Science of Ukraine
H. S. Skovoroda Kharkiv National Pedagogical University**

**Educational Studios:
Theory and Practice**
Monograph

Prague-Vienna – 2018

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2.2.COMMITTEES FOR IMPROVING YOUNG PEOPLE’S EVERY DAY LIFE AS A PHENOMENON OF PUBLIC ACTIVITY OF STUDENTS IN 20-ies YEARS OF XX CENTURY

UDK 378 .183 “19”

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Abstract. *The article deals with the essence and nature of public activity of student youth of higher educational institutions of Ukraine in the 20-ies of XX century in the context of the process of forming a new generation of students as a social phenomenon. It is determined the main priorities of work with the student youth on the part of the authorities, which determined the main forms and directions of students' social activity. It is analyzed peculiarities of development of public student movement in the studied period. It is presented the analysis of the work of the Committees on improving the life of students of secondary school and students of higher education institutions of Ukraine in the 20-ies years of XX century. It is exposed the peculiarities of the emergence of committees as a form of conscious self-organization of students,*

whose activities were aimed at solving the most urgent issues of that time. It is characterized the main directions of public activity of the committees for improvement of the everyday life of students: support of students' material condition, solution of housing problems, organization of nutrition, medical services, providing students with the opportunity to earn money on their own.

Key words: *students, public practices, committees of improving the everyday life of student youth, public activity.*

Nowadays the development of student public activities is of particular importance for the development of social responsibility, personal self-actualization of young people, and offers wide opportunities for implementing its professional and creative potential. A useful pedagogical experience was accumulated in the 20-ies years of the XX century, when the intensive formation of the process of public activity of student youth as a social phenomenon took place, and various practices of their activity were developed and tested in practice. Those years have been marked by the search for the most effective and expedient forms of association of student youth, therefore, these issues and at the present stage of development of the national high school have not lost their relevance and require careful study.

The problem of student public activity was studied in detail in historical character studies (S. Ashevsky, R. Vydrin, G. Engel, V. Gorokhov, P. Kapnist, S. Melgunov). Some aspects were considered in the context of the activities of youth associations of Ukraine (I. Andrukhin, I. Golovenko, V. Miyakovsky, V. Orlov, V. Sushko, S. Cherkasova, N. Yakushko). Certain problems of student public activity were reflected in studies of educational activities of modern youth associations (M. Bayanovska, S. Zolotukhina, O. Kin, M. Okarinsky, N. Onischenko, L. Yarova). However, the issue of the work of the committees to improve the life of student youth as a form of self-organization of active public activities of students in the 20-ies of the XX century were not the subject of special study.

The purpose of the article. To analyze the peculiarities of the development of the public student movement and to prove the work of the Committees on improving the life of students and institutions of higher education in Ukraine in the 20-ies of the XX century.

Methods of research: theoretical - analysis, comparison, systematization of different views of scientists (philosophers, psychologists, historians) on various aspects of the public student movement in the 20-ies of the XX century.

One of the most interesting historical periods in the history of the country was the period of the 20-ies of the XX century, which was accompanied by continuous fundamental changes of all aspects of social life. At that time there were processes that defined this stage as a stage of a cardinal upgrade of high school. According to the study of historical and pedagogical literature, archival materials, normative documents of the investigated period [4, 5, 8, 9, 11], the reform of higher education in Ukraine was aimed at solving certain problems: the reorientation of higher education to the training of qualified industrialists, approximation the system of higher education to the social composition of the new state. The main features of the development of education in Ukraine during this peri-

od were Ukrainianization, proletarianization, and innovation. The new government recognized the huge role of the human factor in the development of productive forces, the preparation of “their intelligentsia” was considered a key to the success of socialist construction. Future “commanders of production” should have been educated as “people of tomorrow”, as the builders of the best society in the world.

Therefore, the task of transforming the “old” student into a “new” was determined as a priority, which led to the special organization of a complex, controversial process of transformation of students as a social group. It was not a simple, mechanical act of replacing “old” students with the “new”. The course of this social process was extremely saturated, intense, and changes in the worldview, way of life of students corresponded to the nature of social transformations in the country as a whole. Studying the dynamics of students as a social group in the post-October period allows us to draw some general conclusions:

- an attempt to radically change the composition of students, rebuild all aspects of his life, and gave the process of formation of the intelligentsia a new direction. Students must be formed primarily of capable, well-trained, educated performers capable of performing a wide range of issues in all areas of socialist construction;

- The following features were defined as characteristic features of the «new student»: full dependence on everything from the governing bodies, support for party politics, collectivism, social activity, social optimism, romantic attitude to life, and faith in the rapid construction of a new, just society, perseverance in knowledge acquisition, unpretentiousness, asceticism, ability to be satisfied with a minimum of life’s benefits, relative social homogeneity, controllability, diligence, discipline, etc.;

- «new student» as an independent social group in its composition has become truly democratic, that is formed from the only immigrants of the working population. At the same time, along with the workers and peasants, the universities were replenished by representatives of the intelligentsia, other social groups, which the Soviet government, considering them less socially valuable, left opportunities for higher education. Among the students, the number of women who were equalized in rights with men in access to higher education was steadily increasing. Students became more and more international in their ethnic composition. In socio-political terms, students had one choice – mastering the theory of Marxism-Leninism, participating in public life under the leadership of new political leaders, unconditionally supporting the domestic and foreign policies of the Communist Party.

Consequently, the strategic task of the institute of higher education was to prepare a new generation of specialists, talented organizers and managers, «persons capable not only of formal and limited fulfillment of duties, but also of leaders of economic and cultural life, capable of independently directing it on the way of achieving the goals» [11].

It should be noted that the policy of the party leadership in relation to higher education, student youth was apparently controversial. On the one hand,

ideas for the formation of a new, free, active, brave and principled person were promoted. On the other hand - the upbringing of the younger generation was comprehended, consistently, clearly subordinated to a determined strategy of training specialists for the Soviet state, ideologically mature, devoted to the cause.

Higher school officially proclaimed the field of «ideological strategy». In the circular letter of the Central Committee of the CP (b) In the sent to the provinces of the spokes and centers of institutions of higher education «On the struggle against bourgeois ideology in higher educational institutions» (1922) concrete measures were presented to raise the level of ideological work among students and professors, the student youth was under the watchful eye of the authorities. The result was the development of a new strategy for the education of student youth - the formation of an active, initiative and responsible participant in public life, clearly defined by the authorities within the boundaries and scales.

Consequently, the high school conducted a policy of widespread involvement of young people in public activities both in educational institutions and beyond. Active public opinion of student youth was proclaimed one of the important directions of training of a future specialist, a representative of the conscious and active part of the working-peasant state, and public work was defined as «business check of every student» [8, p.67].

It should be noted that public activity was considered socially useful labor on behalf of any organization, the commission of a certain institution, which included the ideas of collectivism. Components of community activity were to become independent and active participation in the life of the population. Interestingly, in our opinion, is the fact that attendance of meetings was not attributed to public activity [9, p.7].

The purpose of the students' public activity was to develop and raise the socio-cultural level of the population, to spread the ideas of communism and to involve the general public in work. In particular, this was referred to in the Codex of People's Education (1922), the resolution of the Vth All-Union Conference of the Komsomol of March 30, 1927, «About the Formulation of Mass Culture and Educational Work among Young People», which emphasized that this activity should be directed to the connection with his contemporary socio-political life, the work of the party and the Young Communist League [4, p.45].

A determining role in the implementation of political and educational tasks was given to trade unions and student organizations. Resolution of the Central Committee of the Central Committee of the Communist Party of Ukraine (b) of July 12, 1928 «On the socio-political education of students» and of August 30, 1928, «The status of universities of Ukraine» emphasized the involvement of young people in work outside of educational institutions, preferably in related enterprises and institutions, participation in production processes and meetings, which at the same time should not hinder the training, especially for senior students [5, p.411].

Consequently, the main areas of social activity were defined as the participation of student youth in administrative-organizational, economic, educational and methodological work, as well as in the implementation of

cultural-oriented projects, the elimination of non-writing, chef's work.

As you know, 20-ies of the XX century were characterized by quite complex socio-political conditions, the economic crisis and the shortage of material resources. In the context of the processes of proletarianization of the institution of higher education, the contingent of students was formed mainly by representatives of the working class and peasantry, that is, the materially vulnerable population. The student was in need of the most necessary: housing, because most students were newcomers, nutrition, medical care.

Therefore, special attention was paid to the active public attitude of students in the issues of assistance to low-income students, work activities aimed at the restoration of the material part of student dormitories and educational institutions, construction and repair of dormitories, dining rooms, hospitals, sanatorium, laundries, tailoring workshops, etc. It is quite logical that the student's desire to develop maximum amateur activities in solving nutrition, treatment and mutual assistance of students.

In the beginning of 1922, independent economic associations of students began to emerge which were the committees to improve the lives of pupils and students. Thus, in May 1922 the Kharkiv CPPU, which united and defended the economic interests of students of institutes, students of technical colleges and cadets of labor departments, was created in the largest student center of Ukraine [7]. During 1922, CPUs began their work in other cities of Ukraine. The People's Commissariat and the Central Committee of the CP(b)U positively perceived the emergence of a new organization of students. In October 1922, Glavprofos developed a position on the CPP, where the conditions and directions of its activity were recorded. And at the first All-Ukrainian Student Congress (02.10.1923), a decision was made to approve CPUs as state-public bodies.

Awareness of the acute problems of student youth is identified the main directions of work of the committees of improving life. As noted in the report of the CPP of the Odessa region to the People's Commissariat of Education in 1925: «Based on the experience of past years, the Committee on the improvement of living and in this year considers one of the main types of assistance to students nutrition and housing. A student who does not suffer from hunger and lives in a warm, dry place, can fulfill all the requirements put forward to him» [1, p. 219].

Let's consider in more detail the content of the committees in the main directions.

1. Housing assistance for students. Taking into account the insignificant material abundance of students, CPPUs were engaged in finding affordable housing for them, mainly hostels. So, in the Odessa region before 1925 the problem of finding accommodation was solved in hostels for 700 people.

The committee's activities were not limited to construction work, but the specialization of the rooms of the hostel was at least the minimum set of furniture (beds, tables, chairs), household items (dishes, mattresses, bedding), and so on.

2. Food assistance. One of the most important areas of work, which spent most of the budget of the Committee on the Improvement of the Life of Students'

Youth –the organization of hot nutrition students. The work was carried out systematically and systematically. The first step was to examine the material conditions of the students and identify the contingent of poor students who needed special support and assistance. These students received hot meals. Proceeding from the material possibilities, the number of CPUs varied per day [6, p.100].

Particular attention was paid to providing nutrition to sick students, noted the need to increase the quality of food for them and increase the number of servings.

3. Medical aid. In the 20's of the twentieth century ... the question of the health of young people was acute. Thus, according to medical examinations conducted by the special drug commission in the Odessa region in 1924, 30% of the total number of students were ill with tuberculosis, 14% – on neurasthenia, 12% – for anemia [6, p. 104]. According to doctors, reasons for unsatisfactory health were: overcrowding and lack of housing, poor nutrition, high school and community load, and lack of rational rest.

According to an analysis of archival materials, the whole of the student population was under medical supervision, which was organized by the committee. Some committees even included separate medical institutions, pharmacies. For example, the structure of the Odessa KPPUC included a clinic, which was regularly visited by all students of the Odessa region (institutes, technical schools). The clinic also provided services to ordinary residents of the city, whose charitable contribution became an additional item of income of the Committee.

Note that the Committee was not limited to the professional medical attention of the outpatient clinic; all the students who felt the need for more detailed consultation of specialized specialists and long-term care provided hospital stay. In order to prevent illness and timely medical intervention, specially organized student visits to doctors in dormitories and at home were organized on an ad hoc basis.

Despite the extremely difficult living conditions, the lack of funds, many problems that needed an immediate solution, the committee was engaged not only in improving health but also in organizing the rest of the students. For this purpose, the possibilities of expanding places in recreation homes were considered for both students in need of treatment for health indicators, and for students who worked hard, lived in bad conditions.

Students had the opportunity to use the services of drugstores working on a committee to receive the necessary medical aid. Students of labor departments were given drugs free of charge, students of other faculties paid 30% of the cost [12, p. 296].

The gradual curtailment of the NEP in the late 1920's led to a decline in the economic activity of the CPUs. Also, the financial support from the state began to diminish significantly, and eventually stopped at all. In 1928-1929, he was diagnosed with bankruptcy and disappearing of the CPU.

Conclusions and results. Consequently, social activity of student youth was

an effective form of socialization of the future specialist and was considered as organized, socially useful labor, which requires autonomy, activity and public responsibility. The priority direction of public activity was the participation of students in the administrative-organizational, economic, educational and methodological work of higher education.

A manifestation of conscious social activity was the emergence of committees to improve the lives of students and students. In an extremely complex socio-political conditions, economic disruption, chronic shortage of student youth, an economically independent, independent organization that effectively solved topical issues of that time and was able to meet the urgent needs of students: housing, nutrition, and medical care was created.

Prospects for further research. We can see the further perspective of the study in deepening the study of the possibilities of organized social, socially meaningful activity for the development of the creative potential of the student's personality.

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2.3.THEORETICAL ISSUES OF THE DEVELOPMENT OF INNOVATIVE SCHOOLS IN UKRAINE IN THE SECOND HALF OF THE 20TH CENTURY

UDK 316.334

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Abstract. *In this article are described various approaches of scientists, researchers to the ratio of concepts “innovative school” and “author school” and their components are characterized. The classification of innovative and author schools is presented on various grounds. It is proved that these phenomena have both as common (identical) features so as differences. It has been discovered that despite a wide range*