

THE DEVELOPMENT OF SECONDARY AND VOCATIONAL EDUCATION IN THE MYKOLAIV REGION FROM THE LATE 1960s TO THE EARLY 1980s

The development of secondary and vocational schools in the Mykolaiv region from the late 1960s to the early 1980s is analyzed in this paper. The study shows that this period was marked by notable advancements in the educational sector, including the implementation of the classroom-based instructional system, a reduction in the number of small schools, and the modernization of classroom facilities through the introduction of film projectors, epidiascopes, tape recorders, televisions, record players, and radio stations. During the 1970s, the material and technical foundation necessary for the transition of schools in the region to general secondary education was established. In the 1970s, the formation of a network of general education boarding schools, orphanages, and specialized boarding schools was completed. At the same time, attention is drawn to the fact that the stagnation of the 1970s and early 1980s also affected the educational sector of the region. The application of the "residual" principle in funding this area resulted in adverse outcomes and the deterioration of numerous components within the system. Due to the lack of funds and materials, many educational institutions were not repaired for years. Some of them were brought to a state of emergency and closed. The period was distinguished by a government-directed campaign to Russify the education sector which was enhanced by the promotion of the Russian language in educational institutions, higher education establishments, governmental bodies, and cultural life, especially in cities. Evening and extramural studies proved to be inefficient and formalized.

Keywords: Mykolaiv region, education, school, educational institution, Russification

During the two decades that are the focus of this review, there was a noticeable enhancement in the state of both general and vocational education within the Mykolaiv region compared to previous periods. In 1965 alone, 34 new schools were commissioned, providing 8,618 student places. Additionally, 87 classrooms were added to existing schools, accommodating 8,480 students. The expansion also included the establishment of 84 specialized instructional rooms, 15 workshops, and 15 gymnasiums. Furthermore, 32 residential apartments were constructed for teachers [1, p. 103].

In 1971, the region had 913 schools of various types in operation, serving a total of 212,500 students. The teaching staff comprised 11,700 educators, of whom 7,400 held higher education degrees [2, p. 138]. Two higher education institutions (MSI and MSPI) accommodated 10,800 students. A total of 16,300 students were enrolled in 16 specialized secondary educational institutions. Pre-school education served approximately 46,900 children. The region's scientific community comprised 1,493 researchers, including five holders of doctoral degrees and 230 candidates of sciences.

By the end of the 1960s, as a result of the intensified policy of Russification of Ukraine, Ukrainian schools were eliminated in Mykolaiv, and cultural institutions, as well as the areas of communication and daily life, were thoroughly Russified [3, p. 165].

The period of the late 1960s – early 1970s was a significant stage in the development of the material and technical base of educational institutions in the region. After the adoption of the Resolution of the Central Committee of the CPSU and the Council of Ministers of the USSR *On measures to further improve the working conditions of rural secondary schools* (1973), significant changes in the education system took place in the region [4, p. 74]. During the years of the ninth Five-Year Plan, 80 new schools were built in the villages of the region for 27,400 pupils (out of 93 schools for 45 thousand pupils in the whole region) [5, p. 55]. The designs of school buildings took into account the latest requirements of pedagogical science. The classroom-based instructional model was being introduced in schools. The number of small schools was reduced. At the end of the tenth Five-Year Plan, all 520 secondary and eight-year schools in Mykolaiv region were transferred to the classroom system. The classrooms were equipped with 1173 film projectors, 609 epidiascopes, 1120 tape recorders, 763 televisions, 890 record players, and 240 radio stations [6, p. 52].

The 1970s marked the establishment of the material and technical foundation necessary for the transition of regional schools to general secondary education. There were significant changes in the content of education. A number of Resolutions of the CPSU Central Committee and the USSR Council of Ministers determined the main directions of education system evolution. In particular, the Resolutions of the Central Committee of the CPSU and the Council of Ministers *On completing the transition to general secondary education for young people and further development of secondary schools* (1972) [7, p. 25], *On further improvement of education, upbringing of secondary*

school students and their preparation for work (1977) [8, p. 37] defined: to develop and improve the general education school as a labor and polytechnic school, which is the main form of general secondary education for young people, and to develop in every possible way various forms of participation of students in socially useful work, work in school workshops, student production teams, labor and recreation camps.

Interschool educational and production complexes for students' labor education and vocational training were established (Resolution of the Council of Ministers of August 23, 1974, No. 662). Their main tasks were to familiarize students with labor processes and the content of work at work, to provide vocational guidance to students in order to prepare them for a conscious choice of professions, and to acquire basic skills for their future profession. In accordance with this Resolution, training programs for tractor operators were established in 102 regional schools, while 40 schools provided instruction for automobile drivers [9, p. 89]. Apprentice brigades became widespread. Approximately 10,000 upper secondary school students participated in 164 student brigades aimed at acquiring practical agricultural skills. These brigades were allocated 9,400 hectares of arable land, 140 tractors with accompanying equipment, and 120 vehicles. Every year, the student production teams produced about 3,400 tons of wheat, 11,000 tons of corn, 8,500 tons of sugar beets, and 400 tons of sunflower. One forestry and 54 foresters' units were established under the apprentice brigades. During the years of the ninth and tenth Five-Year Plans, apprentice production teams trained 4200 tractor drivers, 1140 drivers, and 1100 farm workers for the region's agricultural sector [10, p. 147].

In the 1970s, vocational education was further developed. As of April 1, 1975, more than 17 thousand people were enrolled in all forms of technical education, including 5460 people in vocational schools, 5145 people in short-term courses, 900 people in sports and technical clubs, and 4690 high school students in rural secondary schools. In 32 vocational schools in the region, young people were trained in 55 specialties. A training and manufacturing facility was constructed at the Black Sea Shipyard and almost three thousand students from 14 secondary schools in Mykolaiv underwent basic technical training there [11, p. 173]. Similar initiatives were undertaken by various industrial firms in the area, including the shipyard named after 61 Communards, the Okean shipyard, and the Kirov Sewing Association.

During this period, the network of general education boarding schools, orphanages, and specialized boarding schools was completed, with a network of three sanatorium boarding schools, thirteen auxiliary boarding schools, one special boarding school, and nine general education boarding schools. These educational institutions had a total enrollment of 8,000 children. The combination of well-equipped facilities and proficient pedagogical and medical personnel in most boarding schools ensured that the standards of educational and healthcare processes were maintained at a high level of quality. The *Orliatko* and *Brigantina* recreation centers were built on the Black Sea coast in Rybakivka.

The 1980s were marked by the reform of general and vocational schools (Resolution of the Supreme Soviet of the USSR of April 12, 1984), which provided for the transition to eleven-year education and the reorganization of various types of vocational schools into a single type of educational institution – a secondary vocational school. The Resolution of the Council of Ministers of the USSR of August 30, 1984, No. 928 approved the *Regulations on the basic enterprise of a secondary school*, which provided for the assignment of industrial, construction, transport, service, state and collective farms to schools in order to provide conditions for the students' professional training in mass professions, and to organize socially useful and productive work of schoolchildren from the 8th grade onwards [12, p. 74]. To this end, basic enterprises established school and interschool workshops, training and production plants, training shops and sections, individual student workplaces, stationary student production teams, labor and recreation camps as their structural units. They allocated equipment, machinery, materials, components, and land for school-based training and research plots, planned and organized production activities, and paid for the work of schoolchildren. The basic enterprises sent specialists as masters to train students and organize their productive work, conduct educational work with them, and provide them with professional guidance. The schools and vocational schools of the region launched targeted work to strengthen and expand the material and technical base of labor education for students.

At the beginning of the 1984-1985 school year, 175.5 thousand students were enrolled in 640 daytime general education schools in the region [13, p. 54].

In the early 1980s, as part of broader efforts to prevent juvenile delinquency, district and municipal commissions on juvenile affairs in the Mykolaiv region organized educational lectures for parents, aimed at enhancing their pedagogical awareness and legal literacy [14, p. 112]. Various organizations, including educational departments, staff from internal affairs agencies, cultural and healthcare institutions, the prosecutor's office, the judiciary, and the society *Znannia (Knowledge)*, were involved in their activities. The most substantial contribution was made by lecture halls operating in Voznesensk, Pervomaik, Mykolaiv and also in Domanivka, Zhovtnevyi, and Ochakiv districts of the Mykolaiv region [15, p. 60].

During this period, notable advancements were recorded in the field of education. Following the adoption of the 1973 Resolution of the Central Committee of the CPSU and the Council of Ministers of the USSR, titled *On Measures to Further Improve the Working Conditions of Rural Secondary Schools*, significant reforms were implemented within the regional education system. The classroom-based instructional model was introduced in schools, accompanied by a gradual reduction in the number of small rural institutions. Educational facilities were modernized with the installation of film projectors, epidiascopes, tape recorders, televisions, record players, and radio stations, reflecting a broader shift toward the integration of audiovisual technology in the learning process. The

1970s marked a pivotal period in the development of the material and technical infrastructure necessary for the transition to general secondary education in the region. During this decade, the establishment of a comprehensive network of general education boarding schools, orphanages, and specialized boarding institutions was finalized. By the 1980 – 1981 academic year, 12,900 teachers were educating 211,200 students in 710 secondary schools. The region also supported a broad extracurricular infrastructure, including 24 palaces and houses of pioneers and schoolchildren, 15 sports schools, a children's flotilla, 12 stations for young naturalists and young technicians, and an excursion and tourism station. In recognition of their contributions to education, 56 teachers from the Mykolaiv region were awarded the honorary title of “Honored Teacher.”

The stagnation observed in the 1970s and early 1980s affected the educational system of the region. The “residual” funding approach for education led to adverse effects and a deterioration of various educational components. A lack of financial resources and materials resulted in many educational facilities going without repairs for extended periods, with some reaching a state of emergency and ultimately closing. The official authorities promoted a Russification process in education, which was further encouraged by the Russification of educational institutions, universities, state organizations, and cultural life, particularly in urban areas. Academic performance in educational institutions remained low, and the educational infrastructure for vocational training, including vocational schools and technical colleges, was undeveloped. Furthermore, evening and extramural studies were recognized as lacking effectiveness and being overly formal.

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РОЗВИТОК ЗАГАЛЬНООСВІТНЬОЇ ТА ПРОФЕСІЙНОЇ ШКОЛИ НА МИКОЛАЇВЩИНІ У ДРУГІЙ ПОЛОВИНІ 1960-Х – В ПЕРШІЙ ПОЛОВИНІ 1980-Х РР.

Тези представляють аналіз розвитку загальноосвітньої та професійної школи на Миколаївщині у другій половині 1960-х – в першій половині 1980-х рр. Встановлено, що в зазначений період в галузі освіти спостерігаються певні досягнення, в школах впроваджується кабінетна система навчання, скорочується кількість малокомплектних шкіл, навчальні кабінети оснащуються кінопроекторами, епідіаскопами, магнітофонами, телевізорами, програвачами, радіовузлами. Саме в 70-х рр. створена матеріально-технічна база для переходу шкіл області на загальну середню освіту. У 70-х рр. завершилося формування мережі загальноосвітніх шкіл-інтернатів, дитячих будинків, спеціалізованих шкіл-інтернатів. У той же час наголошено, що застійні явища 70-х – початку 80-х рр. ХХ ст. не оминули і освітянську сферу життя області. «Залишковий» принцип фінансування цієї сфери призвів до негативних наслідків і занепаду багатьох її складових. Через нестачу коштів і матеріалів роками не ремонтувалося багато навчальних закладів. Деякі з них доведені до аварійного стану і закриті. Відбувався скерований офіційною владою процес русифікації освіти, який стимулювався подальшою русифікацією навчальних закладів, вузів, державних установ, культурного життя, особливо в містах. Малоефективною і формалізованою виявилася вечірня і заочна форми навчання.

Ключові слова: *Миколаївщина, освіта, школа, навчальний заклад, русифікація*

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