


THE REGULATORY FRAMEWORK OF THE SOVIET SYSTEM OF VOCATIONAL EDUCATION IN THE 1970S

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Valery A. Dozmorov 

Adam U. Mentsiev 

Olga I. Timofeeva 

ABSTRACT

The Russian educational system today is undergoing a process of deep, systemic reformation. This process is expressed in a rethinking of the essence, aims, objectives, and strategic attitudes of the educational system. The state policy in the field of education considers the general trends of world development, which determine the need for significant changes in the educational sphere at the present stage. The condition of the educational system and the prospects for its development in any legal state are primarily determined by the legislation on education. Therefore, the purpose of this article is to present the analysis of domestic legislation, which regulates the vocational education. Nowadays, great interest among researchers is shown to the Soviet experience of the development of the educational system. Turning to this experience makes it possible to avoid the mistakes of the past, to equalize existing contradictions and to choose the most productive way to develop the system of vocational and technical education in our days.

Keywords: Vocational and technical education. The Soviet Union. Russian educational system.

O MARCO REGULATÓRIO DO SISTEMA SOVIÉTICO DE EDUCAÇÃO PROFISSIONAL NA DÉCADA DE 1970

EL MARCO REGULATORIO DEL SISTEMA SOVIÉTICO DE EDUCACIÓN VOCACIONAL EN LA DÉCADA DE 1970

RESUMO

O sistema educacional russo está hoje passando por um processo de profunda reforma sistêmica. Esse processo se expressa em repensar a essência, objetivos, objetivos e atitudes estratégicas do sistema educacional. A política estatal no campo da educação leva em conta as tendências gerais do desenvolvimento mundial, que determinam a necessidade de mudanças significativas no âmbito educacional na atual fase. A condição do sistema educacional e as perspectivas de seu desenvolvimento em qualquer estado jurídico são determinadas principalmente pela legislação sobre educação. Portanto, o objetivo deste artigo é apresentar a análise da legislação interna, que regula a educação profissional. Atualmente, grande interesse entre pesquisadores é demonstrado para a experiência soviética do desenvolvimento do sistema educacional. Voltar-se para essa experiência possibilita evitar os erros do passado, equalizar as contradições existentes e escolher a forma mais produtiva de desenvolver o sistema de educação profissional e técnica em nossos dias.

Palavras-chave: Educação profissional e técnica. A União Soviética. Sistema educacional russo.

RESUMEN

El sistema educativo ruso está experimentando hoy un proceso de profunda reforma sistémica. Este proceso se expresa en un replanteamiento de la esencia, los objetivos, los objetivos y las actitudes estratégicas del sistema educativo. La política estatal en el campo de la educación tiene en cuenta las tendencias generales del desarrollo mundial, que determinan la necesidad de cambios significativos en el ámbito educativo en la etapa actual. La condición del sistema educativo y las perspectivas de su desarrollo en cualquier estado legal están determinadas principalmente por la legislación sobre educación. Por lo tanto, el propósito de este artículo es presentar el análisis de la legislación nacional, que regula la educación profesional. Hoy en día, gran interés entre los investigadores se muestra a la experiencia soviética del desarrollo del sistema educativo. Recurrir a esta experiencia permite evitar los errores del pasado, igualar las contradicciones existentes y elegir la forma más productiva de desarrollar el sistema de educación profesional y técnica en nuestros días.

Palabras-clave: Formación profesional y técnica. La Unión Soviética. Sistema educativo ruso.

INTRODUCTION

For 80 years, vocational education in Russia has been solving the tasks of training workers in all areas of the national economy. Vocational and technical education is an integral part of the national educational system, the element of the culture and spiritual life of Russian society. The analysis of the development of the system of vocational education makes it possible to learn a lot about the problems in the history of Russia. The interest, which is shown in the development of vocational education in the middle of the XX century, is caused by the need to study the past of our country.

The history of vocational education gives us an opportunity to use their own accumulated knowledge and skills to analyze the current situation in education. The relevance of the research topic is caused by the changes that are taking place in the professional school system today. Today, new approaches to the system of training and training of workers are being presented. And those knowledge and skills accumulated in vocational education provide unlimited potential for improving the content, forms and methods of training. That is why it is necessary to study the activities of previously existing schools, colleges and technical schools (USMANOVA, 2017, p. 76-77).

LITERARY REVIEW

The topic of legal regulation of the Soviet system of vocational education occupies one of the central places in scientific researches. Let us turn to some of these studies, which influenced the author of this article. In the research of Yulia Veldina, the first normative-legal documents are considered, on the basis of which the formation of the legislative base of secondary vocational education subsequently took place. The author focuses on the Volga region (VELDINA, 2018). The work of Nikolai Vyykin is devoted to the problem of state regulation of the development of the Soviet system of primary vocational education in the second half of the XX century (1940 – 1990). The author refers to statistical data and research of prominent Russian scientists-historians and teachers (VYYKIN, 2017). The article by Elena Dorofeeva and Anastasia Chekmareva analyzes and summarizes the experience of vocational education in the USSR in the 60-80s of the XX century.

The authors approve that this system purposefully carried out not only the preparation of young people for work, but also largely solved social and cultural problems (DOROFEEVA, CHEKMAREVA, 2019). Roman Kurtukov in his research examines the general traditional and innovative principles of legal regulation of educational relations in Russia. The author notes the positive experience of the Russian legislation in this direction (KURTUKOV, 2016). Current issues of the development of Soviet vocational education and its legal regulation are considered by Alexey Petrov. The author notes the key role of the country's Basic Law in the formation of the system of vocational and technical education in the Soviet Union (PETROV, 2020).

A certain contribution to the study of Soviet education was made by dissertation researches. Some of them are focused on the regional component. For example, the dissertation research of Yulia Ustinova (USTINOVA, 2019). Her study is devoted to the development of education of the Crimean region in the XX century. In addition, it should be noted that the topic of Soviet education is also relevant for foreign researchers. Thus, in 2020, Leandro Sartori Gonçalves (GONÇALVES, 2020) performed his thesis defense at the University of Campinas (Brazil). A detailed analysis of the literature makes it possible to make the conclusion that the problem of studying the legal regulation of the Soviet system of vocational education is relevant for modern science, both domestic and world.

MATERIALS AND METHODS

This study was conducted on the principles of historicism and objectivity, which allow us the most to reflect the features of historical knowledge. The principle of historicism involves the analysis of the object of research in connection with the specific historical conditions of its existence. The principle of objectivity assumes the presence of weighted assessments of the role of objective and subjective factors, which influence the studying processes. The study uses a set of complementary methods: general theoretical methods of cognition; analysis of normative documents of a national character; theoretical generalization and interpretation of the results of the study. These methodological principles of cognition were used in dialectical unity, which allows us to analyze the historical relationship of objective and subjective processes, their conditioned unity in the established time frame.

RESULTS OF THE STUDY

The system of soviet vocational and technical education in the 1970s: a brief historical essay

In the 70s of the XX century, the Soviet Union is undergoing a process of further improving of the system of vocational education in accordance with the requirements of the development of society and the scientific and technological revolution, increasing the role of educational organizations in the training of highly qualified workers and the implementation of universal secondary education. The Soviet government took measures to return to a unified state policy in the field of vocational and technical education, since the Republican state committees for vocational and technical education had a double hierarchical dependence, subordinating their activities to both the Republican Councils of Ministers and the USSR State Committee for Vocational and Technical Education. It was the republican bodies that made up plans for the training of qualified workers and, accordingly, plans for the development of the system of vocational and technical education (ZAKHAROVSKY, 2015, p. 57).

In 1969, the transformation of vocational schools into secondary vocational educational institutions with a training period of 3 to 4 years, which specialized in the training of skilled workers with secondary education on the basis of 8 grades, began. In the following years, along with technical schools, which for 1–1.5 years on the basis of full secondary education provided high training in the chosen profession, secondary vocational educational institutions became the main type of professional educational institutions. The focus on vocational and technical institutions with secondary education assumed a gradual transition from the training of highly specialized workers to the production of qualified specialists of a wide profile (SKOROBOGATOV, IUKOV, 2017).

The resolution of the Central Committee of the CPSU and the Council of Ministers of the USSR "About the measures to further improvement the training of qualified workers in educational institutions of the system of vocational education" of April 2, 1969 contributed to improving the work on the selection and education of engineering and pedagogical workers, staffing vocational schools with teachers with higher education and masters of industrial training, usually with secondary specialized or higher education (ZAKHAROVSKY, 2015, p.64).

Since July 5, 1978, in accordance with the Law of the Council of Ministers of the USSR, the governing body of vocational and technical education at the union level is defined as the State Committee of the USSR for Vocational and Technical Education. It will be terminated by the Decree of the Presidium of the Supreme Soviet of the USSR of March 5, 1988. In 1985, in comparison with 1970, expenditures on social and cultural events in the state budget were doubled. Allocations for training in all types and types of educational institutions grew at almost the same rate. However, their training in the system of higher and primary vocational education was allocated approximately the same amount of funds and significantly more than in the field of secondary vocational education (VYYKIN, 2017, p. 67).

Due to increased budget investments, the network of educational institutions of the State Committee of the Council of Ministers of the USSR and the number of students in them grew dynamically in the 1970s. The peak of demand for vocational education was in 1985, when 3 million 978 thousand students were trained in 7783 schools. However, there were certain troubles. There is a so-called phenomenon of schools, which do not fulfill the recruitment plan. The opportunity for young people to choose a profession and school remained largely fictitious, since the vocational guidance work of schools did not proceed from the real abilities and inclinations of high school students, but from the desire to ensure the implementation of the same recruitment plan. Nevertheless, by the beginning of the 80s, the country had formed an effective system of secondary vocational education, which trained personnel for all sectors of the national economy in more than 500 specialties. The existing system quickly responded to the country's requests and needs.

LEGAL REGULATION OF THE SYSTEM OF VOCATIONAL EDUCATION IN THE 1970S IN THE SOVIET UNION

Education, as a single and purposeful process of education and training, is one of the most complicated areas from the point of view of legal regulation. This is not only due to the multidimensional nature of the educational system itself, but also to the need to combine legal and extra-legal means and methods of influencing participants in educational relations. Consequently, each legal norm affecting them should be based on the general ideas underlying the legislative regulation of education. As such, there are norms-principles, that is, such legislative prescriptions that express and consolidate certain initial ideas, the starting points of the legal

regulation of the relevant relations. In Soviet times, the educational system was regulated by a whole complex of disparate regulations (KURTUKOV, 2016, p. 54).

The most important moments in the legal regulation of the Soviet system of vocational education were the Constitutions of 1936 and 1977. The basic laws of the country enshrined the right to education, as well as the wide development of secondary general polytechnic education, vocational and technical education, secondary special and higher education on the basis of the connection of education with life, with production. Moreover, it provided the comprehensive development of evening and correspondence education, free types of education, the organization of free industrial, technical and agronomic training for workers at factories, state farms and collective farms (PETROV, 2020, p.335).

The Foundations of the Legislation of the USSR and the Union Republics on Public Education, adopted on July 19, 1973, are of the greatest interest in this issue. It was actually the first qualified attempt to unify the disparate normative material that defined the main directions of educational development. Section V was devoted to vocational and technical education, section VI - to secondary special education. It was established that secondary specialized and vocational education was carried out in special educational institutions: secondary vocational schools or technical schools. These educational institutions provided for a single policy in the area of the organization of the educational process, a single content and a single level of general secondary education, and uniform requirements for the training of qualified specialists with secondary specialized or vocational education.

Training in vocational schools was carried in full-time and evening forms, in secondary specialized educational institutions, correspondence education also could be added to these forms. The Fundamentals of the Legislation of the USSR and the Union Republics defined the main tasks that had to be solved by educational institutions of secondary vocational education:

- training of highly qualified specialists for the needs of the national economy in accordance with the latest achievements of science and technology;
- professional and general secondary education of the younger generation;
- to promote the formation of an active life position within the framework of the national ideology;
- to encourage the development of high moral qualities, responsibility, organization, discipline, creative attitude to work, humanism, camaraderie and collectivism, culture of behavior and everyday life, careful attitude to property, historical and cultural monuments;
- legal education, respect and compliance of the laws;
- to create conditions for the development of needs and abilities, to participate in the creation of beauty in life, work and art;
- to improve the health of students.

These tasks were implemented by educational institutions on the basis of comprehensive, harmonious development of the personality. The legislation paid great attention to the extracurricular activities of students. It included all types of technical creativity, musical and literary-dramatic amateur activities, work in the visual arts, classes in various scientific groups and sports sections.

Citizens of the USSR who had incomplete secondary or general secondary education had the right to enter secondary special and vocational schools. The training of specialists consisted of theoretical and practical training. The legislation defined the practice as an important part of the educational process. Here, students learned the skills of working as specialists. Those who completed the training were awarded a qualification, and a specialist's diploma was issued. The best students could receive a diploma with honors.

Section IX of the Fundamentals of the Legislation of the USSR and the Union Republics on Public Education contained the rights and obligations of students. Their rights were:

- free education;
- use of classrooms and workshops, libraries, sports facilities and equipment;
- social security of students: scholarships and other benefits, medical assistance, decreased payment in public transport;

- healthy and safe working conditions during practical training;
- self-management of students, participation in the organization of the educational process;
- employment in accordance with the chosen specialty.
- The responsibilities of the students included:
 - training in the chosen specialty, development of abilities, development of skills for self-replenishment of knowledge and their application in practice;
 - participation in social work, compliance with internal regulations, discipline and organization, maintaining a healthy lifestyle, improving one's own cultural level;
 - careful attitude to property, nature, compliance with the laws.

It should be noted that the regulatory act in question in the field of education has existed for almost twenty years. The main merit of the Soviet leadership in this area is considered to be the universal free education, which didn't depend on its level. This principle has made the vocational education system accessible to young people.

DISCUSSIONS

The structure of the Soviet education system changed depending on the stage of development of the state. This affected the specifics of the development of secondary vocational education and the design of the regulatory framework for its activities (VELDINA, 2018, p. 1). Thus, the 1970s played a significant role in the development of the Soviet system of vocational education. In these years, the system of vocational and technical education has become a priority area of the state educational policy. The basis of this policy was the directives of the Central Committee of the Communist Party and the Council of Ministers of the USSR (VYYKIN, 2017, p.68).

The system of vocational and technical education in the USSR was a specialized field of activity of the society, which not only prepared young people for work, but also largely solved their social and cultural problems. The state has taken control of the process of providing production with qualified personnel. The state policy in the field of vocational education provided for planning the training of the workforce of the required level of qualification, provided for the allocation of funding, employment and distribution after graduation, and control over the conditions of adaptation in the workplace. The regulatory framework for training and educating the workforce was largely determined not by the state, but by the ruling party (DOROFEEVA, CHEKMAREVA, 2019, p. 30)

The highest efficiency of the domestic system of vocational education was demonstrated when the principles of its structure and functioning were organically integrated into the solution of current state, economic, and defense tasks, and were not determined speculatively, based on one or another abstract vision of it as an independent educational system. Historical experience shows that Russia had always (and in the XX century) developed in spurts, through the mobilization efforts of the entire society. The accumulated experience of the domestic system of vocational and technical education, surely can be updated (with appropriate adjustments) even today (ZAKHOROVSKY, 2015, pp. 71-72).

The Russian Federation is currently in the position of a powerful dynamic breakthrough in socio-economic development. The key to such a breakthrough is constantly updated technologies, knowledge, and competencies. The state has certain tasks including modernizing of the education system in the context of global changes, training personnel for advanced technological development of the country, personnel of working specialties with an engineering focus in education, organizing a system of advanced retraining and advanced training of specialists. The solution of these tasks is possible in the condition of the development of the education system in the system of continuous education of a person. This will allow you to get not only a qualified specialist, but also a cultured, resistant to global environmental changes, ready to act responsibly in any conditions person (USTINOVA, 2019). The Soviet Union was a landmark in world history, as it decisively influenced the twentieth century as a socialist alternative to the organization of the mode of production. (GONÇALVES, 2020).

CONCLUSIONS

The Soviet Union was the important period in the world history, because it decisively influenced the twentieth century as a socialist alternative to the organization of the mode of production of existence (GONÇALVES, 2020). Nevertheless, the history of the Soviet Union coincides with the global processes of modernization. But the specific features of society and ideology, such as the constant increase in the interference of state structures into the private lives of people, control over the family, determined the social policy of the Soviet state. The history of education is often interpreted either in terms of its significance to education, or in terms of its value as a part of history, or in terms of its importance to the social sciences. Of course, our life and experience strongly stimulate our ideas about the history of education. The problem of the history of education in general and vocational education in particular gives us an understanding of the broader issues of history, education and science and society as a whole (MCCULLOCH, 2016, pp. 47-48). Vocational and technical education is currently in the constant dynamics, improving and developing.

The changes, which occur in this system, have historical analogues. In different periods of the development of the state, the vocational school was constantly undergoing changes. The need to modernize the system of vocational and technical education is associated with the development of production, increasing the level of culture of the population, the requirements of society in the field of education, the state policy on training workers (FEDOTOVA, 2015, 416). A retrospective analysis of the system of vocational education provides us the opportunity to study the successes and failures in the field of training young professionals today.

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ⁱPostgraduate student of the V. I. Vernadsky Crimean Federal University, 295007, 4 Akademika Vernadskogo ave., Simferopol, Russian Federation. E-mail: Dozmorov-Valeriy@yandex.ru. ORCID: <https://orcid.org/0000-0001-8027-7277>.

ⁱⁱSenior lecturer of the Chechen State University, 364093, 32 Sharipov str., Grozny, Russian Federation. E-mail: a.mentsiev@chesu.ru. ORCID: <https://orcid.org/0000-0002-4842-3534>.

ⁱⁱⁱTeacher of the Kerch Polytechnic College, 298306, 1 Voykova str., Kerch, Russian Federation. E-mail: 00889@mail.ru. ORCID: <https://orcid.org/0000-0003-2335-7400>.

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