Abstract. The research clears up the pre-conditions which influenced the specialist professional training through post-graduate study in social political, higher education, research and staff selection. In social political sphere it was determined in stopping ukrainization policy and establishing the Soviet culture on the russification basis; in political repressions that caused the lack of post-graduates. In higher education it led to particular branch reorganization of universities according to technical type only, renewal of university education, and obligatory research work at university departments.

In research sphere it led to closing down the research institutions that played the main role in post-graduate training during the Soviet Ukrainian education and in research forming in 1920s. Research institutions were confirmed as the main organizational link. The centralized control system in research work based on state plans of national economy development was established. The research work was censored according to dialectical materialism and Marxism-Leninism methods. In staff selection two main principles were followed: class society principle (according to social status) and party principle (according to party recommendation). Such principles guaranteed the formation of a new community of people – the Soviet people.

Keywords: post-graduate study, Ukraine, education, professional training, soviet culture, history.

Introduction

Nowadays Ukrainian universities are intensely oriented on European standards but it doesn’t mean ignoring or loss of Ukrainian higher education experience on different stages of its existence, including the 1930s. The introduction of the Bologna Process is impossible without taking into consideration the experience and withstand traditions of the national system of education on the whole, and in relation to staff training through post-graduate study in particular.

Modern researchers pay a lot of attention to studying the events that took place in research and education in the 1930s. On the whole the question of pedagogical research development in the Ukrainian Soviet Republic was analyzed by O.Sukhomlynska. The educational management, the process of secondary and higher educational development was researched by L.Beresivska, I.Likarchuk, V.Tkachenko and others. Considerable reference material, accumulated in research by M.Kuzmenko, helps to reconstruct the motion of social and political processes in Ukraine in the 1930s and to establish trends in research staff formation in the USSR (Kuzmenko, 2004). In the research by O.Osmolovska the national policy of the time towards Soviet Ukrainian university staff was analyzed (Osmolovska, 2004). The subject of the research by T.Sydorchuk was the post-graduate study as the most popular form of staff training (Sydorchuk, 1998). At the same time the conducted analysis of the research work grounds to state that the question of pedagogical and pedagogical research staff training in the 1930s has not been sufficiently analyzed in historic pedagogical research.

The aim of the article is the research of the grounds of staff professional training through the post-graduate study in Ukraine in 1930-1939 on the basis of retrospective analysis of social political sphere, higher education, research activity and staff selection sphere.

The chronological limits of the research embrace 1930-1939 which is not accidental but realized theory methodological decision. The lower limit is stipulated by social economic, political factors and the adoption of the decree of the Central Executive Committee of People’s Rada in the Ukrainian Soviet Socialist Republic. The decree proclaimed that from 1930, the main form of research and pedagogical research staff training in Ukraine was the post-graduate study based on research institutions of Ukraine. Besides, it should be noted that since Ukraine’s entering the USSR in 1922, all legislative and normative legal acts adopted by
the Central Executive Committee of the USSR began to be introduced. The upper limit is stipulated not only by social economic and political changes that took place in the country in the 1930s but also by an adoption in 1939 the decree about the post-graduate study including its extra-mural form. These changes became determinant in qualified staff training for several decades forward.

**Method**

The theoretical basis of our study is the following approaches: systems and structural, historiographical, historical reconstruction of knowledge, historical and national, historical and educational, civilization, axiological. Systems and structural approach in the analysis of the researched phenomenon involves: identifying the nature of phenomenon and processes as independent systems of definite order, which have different connection structures with economic subsystems, with system and environment; development of synthetic and analytical indicators characterizing quantitative side of phenomena and processes in close connection with their quality parameters; study of the laws, regularities and trends in their development through the selection and transformation of information taking into account the dynamic system of training of research and research pedagogical staff. Historiographical as general theoretical approach concerning the historical and pedagogical research aimed to study a definite problem during 1930-1939. Taking into account that the existence of nature is the very first condition of human life, humanity ensures his life in conjunction with it, the content of historical memory is determined by natural science knowledge. Knowledge about the experience of social organization forms changes has no historical sense without the scientific understanding of substantive reality with which in somewhat way organized society interacts. They have content, can be ideologically well-rounded, but if they are not correlated with definite substantive reality, they will occur as disordered set of methods having no meaning, since it is unknown why they are needed. Historical and national approach is designed to reveal the education value priorities. National experience in training of highly qualified personnel, including Ukrainian experience, should be analyzed in the context of socio-political development of country, social and cultural traditions of Ukrainian higher education and the history of educational thought. Historical and educational approach presupposes the disclosure of education history through analyzing the education institutions’ functioning in correlation with different processes of social life. In our paper such institutions are higher education institutions, which are the main producers and consumers of higher qualification staff. Civilization approach is based on sociological preconditions in describing the history of educational ideas and practice of research pedagogical staff training in the higher education system. Axiological approach reveals value and semantic orientations in historical and educational experience; axiological approach using aim is to solve urgent problems of pedagogics and higher education.

The analysis of the research grounds to select and characterize the preconditions which influenced the higher education staff training through post-graduate study in social political sphere, higher education, research activity, and in staff selection.

One of the main directions in **social political sphere** of society life in 1930-1939 was stopping ukrainization (national cultural resurrection of Ukrainians which began in the 1920s and aimed the strengthening of the Soviet power by supporting non-Russian people) and establishing the Soviet culture on russification basis. At the end of the 1920s – at the beginning of the 1930s the process of ukrainization, the cooperation appeal of the authorities to intelligentsia, the period of NEP (New Economic Policy) exceeded supplies of cultural educational sphere and took forms of Ukrainian national Renaissance prosperity which was not desirable for the Soviet power. On the one hand such processes stimulated the appearance of the idea of independent Ukraine. On the other hand anti-Soviet moods grew among peasants very actively. The peasants were dissatisfied with the policy of collectivization, “dekulakization” (better-off peasant repressions), and removal to Siberia. That is the reason why the Bolshevik power began the terror and violence over Ukrainians: over Ukrainian elite to behead the Ukrainian nation and at the same time organizing Terror-Famine (Holodomor) over peasants who had been keepers of Ukrainian customs and traditions for thousands of years (Boyko, 2010). S.Kulchitsky writes, “the Kremlin considered its opponents not Ukrainians as representatives of an ethnic group, but Ukrainians as representatives of the idea of the Ukrainian national state system. Only after Holodomor and mass repressions that followed it, the Kremlin stopped being afraid of Ukraine” (Kulchitsky, 2007, p152).

Only in 1930 after the resonance trial “The Union of Liberation of Ukraine” (1929-1930) about 5000 people, mostly of Ukrainian nationality, were arrested. Among them were the members of Ukrainian
Academy of Sciences, university professors, writers, former statesmen of the Ukrainian People Republic (Slobodyan, 2013). Later 130-150 researchers were arrested every year which made 30% of quantity of the arrested office workers. Among arrested there were more than a thousand engineers (23.8%), about 2500 teachers (60%), and other representatives of intelligentsia (Nikolsky, 2003, p272-273). On the whole “more than 80% of Ukrainian intelligentsia that were connected with the policy of ukrainization were destroyed; that is why this period was called “shot up revival” (Kalakura, 2012, p281). Political repressions caused the staff vacuum and the lack of researchers including postgraduates and university professors. This question was systematically raised at the congresses, plenums and law documents of the time. After getting in 1932 a telegram from I.Stalin and V.Molotov with the demand of “stopping ukrainization” Ukrainian universities and research institutions were made to teach in Russian. The development of Soviet culture started (Horban, Shevchuk, 2012) which was proclaimed in the Constitution adopted in 1936.

Ambiguous changes occurred in higher education of the time which also was attended by opposite directions of development. The changes became the integral part of Stalin “cultural revolution” (1928-1931). First of all particular branch reorganization of universities on a large scale was established which could cause catastrophic results. After decrees of the Central Committee of the USSR radical changes in the system of education institutions and staff training took place. It was done according to the demands of socialist reconstruction in national economy. Those were to be specialists in engineering, building, machinery construction, technology, agriculture and other industrial profiles. The universities worked according to technical profile and they became centres of research and teaching staff training only in natural science, physics and mathematics specialities (RSFSR Council, 1931). The liberal arts faculties were reorganized into independent institutes. By the end of the campaign 10 among 18 universities had broken up, including such cities as Kyiv, Kamyanetsk-Podilsky, Kharkiv, Odessa.

However, underfulfilment of the main excessive indices of the five-year plan, which could be seen in national economy accounts, transition to obligatory elementary education, which was proclaimed in the country, unification of the secondary system of education, the exaggerated system of higher education institutions (in 1932 there were 189 institutes in Ukraine), their narrow specialization, the low level of graduates’ knowledge, the lack of professors in universities and colleges caused the necessity of fundamental education revival.

The first step in reforms was the renewal of university education in the USR and the Ukrainian Soviet Republic and also founding new institutions where they hadn’t existed before. Some government decree (1933-1936) in higher education later positively influenced the quality of staff training through post-graduate study and the organization of educational process. Thus, in the decree of the Council of People’s Commissars (1936) the demands were raised for training qualified, politically prepared, thoroughly educated and cultural specialists. The demands also concerned the obligatory research work at the departments of higher education institutions(USSR Council, 1936). The evidence of the importance of qualified staff training was the including of a special chapter with brief main principles of post-graduate study to Higher Education Institution Typical Statute adopted by the Council of People’s Commissars Decree in 1938.

Contradictory changes in education and social political life influenced research activity as well. It was characterized by introducing authoritarian methods in management, intensified ideology in research work and political reliability in staff selection.

First of all some research departments were closed which was natural under the conditions of centralization and concentration of the Communist party power as their certain diversity contradicted the party idea about planning and controlling (Central State Archives, 1931, p9). On the whole the activity of research departments in Ukraine as institutions of research and pedagogical research staff training through post-graduate study played the main role in the process of settling of Ukrainian Soviet education and science in the 1920s.

The main organizational link of research investigation were research institutes which were subordinate to appropriate People’s Commissariat; to Education Commissariat – 70 research institutions, Health Commissariat – 45, Agricultural Commissariat – 40, Heavy Industry Commissariat – 40 (Bilotserkivsky, 1985). However, under the conditions of total administration, solving of the mentioned problems led to institute absorption of competitive research and themes and to identification of the work of the institute with research trend (History of the Academy, 1994, p124). Opening the institutes removed parallelism in the work of research institutions but grounded such a negative phenomenon as monopoly. Institutes became the main
link of the centralized system of research activity which was characterized by overall planning and tough control. The main object of finance, planning and evaluation was the institute but not the research theme or problem. The ideal of collective research activity was pressed by force to act contrary to individual research creativity (History of the Academy, 1994, p78). Further on the conditions of departmental hierarchy and ossified centralization of research activity made maneuvering and flexibility in research activity impossible. It was the obstacle in the way of the fulfillment of pilot projects and brave experiments negatively influenced creativity of young post-graduate researchers.

Fundamental changes took place in research management, professional approach to the results of research investigations and their putting into practice in the Ukrainian Soviet Socialist Republic. First of all research work planning became subordinate to state plans of national economy development. The consolidated plan of research work was included into the National Planning Commission of the USSR. Long-term plan of developing and building of research institutions, planning the main results of research and pedagogical research staff training through post-graduate study was formed on its basis (RSFSR Council, 1934, p38-39). In practice it made impossible all the changes in research work or in post-graduate training, as all indices, including financial supply, were confirmed beforehand. Their coordination with republican state organs and later with the organs of the USSR was too complicated and under tough control of party organs.

Being directed by ideological opinion, party organs realized tough censorship over “correct themes” of research investigation which led to a great loss in Ukrainian science and education. In all liberal arts and natural technical institutions research work was done according to Marxist theory using the methods of dialectical materialism and Marxism-Leninism. The striking example of such changes in research investigation is the activity of Ukrainian SSR Research Institute of Pedagogics(Kyiv) with 53 staff researchers and about 90 post-graduates (Yarmachenko, 1976). In early 1930s the main theme in the Institute was the question of pedology (a complex science about the child which combines Anatomy, Physiology, Biology, Psychology, Pedagogy and Sociology) and reflexology. But the Central Committee of the Communist Party of Ukraine (Decree 1933) didn’t consider the themes to reflect Marxist-Leninist approach to the content, organization and methods of children upbringing in Soviet school and family. The tasks to change research themes were raised at that time (Yarmachenko, 1976). On the whole in the 1930s the fundamental change in research work took place: from founding Ukrainian national school with national values till unification and standardization of pedagogical research and educational process in party and ideological plane (Sukhomlynska, 2003). O.Sukhomlynska writes, “during the period education and Ukrainian school began to be a part of general “Soviet culture” which was typically Russian and can be classified as “Russian-Soviet” (Sukhomlynska, 2003, p12).

The problem of staff selection and filling the staff vacuum of researchers and post-graduates remained a question of urgent importance in higher education institutions and research institutes. No more than one-third of post-graduates were trained in research institutions. With the renewal of universities day departments of post-graduate study began to function at leading sub-faculties and in research institutions. Faculty graduates, top students with inclination to research work were attracted for studying. It should be mentioned that at the beginning of the 1930s 3986 researchers and 11796 pedagogical research staff worked in Ukraine (Central State Archives, 1930, p15). By social origins 11.5% of them represented working class, 34% represented peasants, the rest belonged to intelligentsia (Cultural Building, 1959, p446). Social origins of postgraduates were the following: workers – 13,9%, peasants – 32,3%, the rest – 53%.

At Soviet congresses and plenums the main task of effective selection of researchers and increasing the number of post-graduates was systematically proclaimed. At the same time the key factor of admission to post-graduate study and to higher education institutions in the 1930s was strict keeping to class and party principles. Local party organs got instructions about post-graduate staff: they had to consist of 50% working class representatives and 40% party members (Central State Archives, 1930a, p90). At the same time maximum privileges were recommended to workers and peasants with inclination to research work (RSFSR Council, 1934). The Science Administration of the Ukrainian Soviet Socialist Republic was aware of the level of post-graduate study applicants and therefore arranged four-year training courses (Central State Archives, 1930b, p23). As a great number of workers and peasants were not prepared well enough a lot of them were expelled from post-graduate study. But the number of hereditary research intelligentsia that kept traditions and had a necessary experience was limited.
The letters of recommendation from party organizations were highly valued. They were given to those “who supported the Soviet power completely” (Central State Archives, 1930b, p23). On the whole in 1930 party organizations sent 1500 people, including 900 people in technical and natural science studies to leading scientific centers of Kyiv, Dnipropetrovsk, and Kharkiv (Central State Archives, 1930a, p187). In 1931-1932 party organizations recommended 1800 people to enter special training courses before post-graduate studying (Central State Archives, 1932, p76). The party principle in staff selection influenced the quality of a new research intelligentsia. On the one hand it was determined by a low educational and professional level of some candidates for post-graduate study. On the other hand a new generation of Marxist researchers was formed. It completely supported the policy of the Communist Party.

Conclusion

Thus, the preconditions which influenced the professional staff training through post-graduate study were pointed out on the basis of systematic, structural, historiographic, historical and national, historical and educational, civilization, and axiological approaches. The preconditions were grounded in the plane of social political sphere, higher education, research activity, staff selection sphere. In social political sphere it was determined by stopping ukrainization and establishing the Soviet culture on the basis of russification, political repressions which led to staff vacuum among university professors, researchers and post-graduates. In higher education sphere it was determined by branch reorganization of universities according to technique profile only, renewal of university education and obligatory research work at higher education institutions departments. In research activity sphere it was determined by closing research departments that played the leading role in staff training through post-graduate study in the process of Soviet Ukrainian education and culture forming in the 1920s , making research institutions the main organizational link in research investigation, centralized system of research management based on state plans of national economy development, censorship of research themes according to dialectical materialism and Marxism-Leninism. In staff selection it was determined by following class principle (by social status) and party principle (by party organization recommendations) which guaranteed the formation of a new community of people – the Soviet people.

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