



LANGUAGE LEARNING

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REFORMATION OF FOREIGN LANGUAGE EDUCATION SYSTEM AFTER WORLD WAR II IN UKRAINE: ANALYSIS OF POLICY IMPACT

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The system of higher education after World War II generates the significant research interest, because the period between in 1948–1961 is considered to be an important milestone in the formation of foreign language education. 1948 was marked as the beginning of a new stage in the history of foreign language education at Ukrainian higher education institutions as many higher educational institutions faced the task of training foreign language teachers. Attempts to reform higher education and develop a new training system of future foreign language teachers in higher education institutions were made in the conditions of crisis of higher and secondary education, triggered by social and economic reasons. They led to the closure of higher education institutions, the decline of the education quality, the weakness of higher education authority. On the basis of a large collection of archival documents and contemporary sources that have not been analysed yet, the present paper deals with the policy impact on reformation of foreign language education system after World War II. Focusing on the problems of foreign language education after World War II the authors of the paper provide an insight into educational reforms, having analyzed a great number of decrees and pointed out the changes that were made by the government in 1948–1961. According to the reforms conducted in the direction of improvement foreign language education in Soviet Ukraine the positive changes were found out: the reorganization of higher education institutions in the direction of foreign language education development



(higher education institutes of foreign languages were formed presupposing the establishment of philological faculties and faculties of foreign languages); the methodological training of foreign languages teachers got started; the role of oral foreign language speech in foreign language teachers training was strengthen.

Key words: education policy, foreign language, future teachers training, higher education institutions, reforms, decrees, students, Soviet Ukraine.

Система вищої іншомовної освіти після Другої світової війни викликає значний дослідницький інтерес, оскільки період між 1948–1961 рр. вважається важливою віхою у становленні іншомовної освіти. 1948 рік ознаменувався початком нового етапу в історії іншомовної освіти в українських вищих навчальних закладах, оскільки перед багатьма вищими навчальними закладами постало завдання підготовки вчителів іноземної мови. Спроби реформування вищої освіти та розробки нової системи підготовки майбутніх учителів іноземної мови у вищих навчальних закладах робилися в умовах кризи вищої та середньої освіти, спричиненої соціально-економічними чинниками. На основі великої колекції архівних документів та сучасних джерел, які ще не були проаналізовані, автори статті здійснили аналіз впливу політики на реформування системи іншомовної освіти після Другої світової війни. Зосереджуючись на проблемах іншомовної освіти після Другої світової війни, у статті розглядаються освітні реформи та зміни, які відбувалися у означений період. Відповідно до проведених реформ у напрямку вдосконалення іншомовної освіти в Радянській Україні авторами статті виявлено позитивні зміни.

Ключові слова: освітня політика, іноземна мова, підготовка майбутніх учителів, вищі навчальні заклади, реформи, укази, студенти, Радянська Україна.

Introduction. Language policy deals with the encounters of language and the state, more precisely, the way the state uses language as both an individual and a social “asset”. This is why, an education policy is not simply a terminological twist, which examines language policy in relation to the language of education, but a unique approach of investigation and analysis, a branch of language-education policy, which describes the theory and practice, implied by the language of education (Vamos, 2016).

On June 26, 1945 at the United Nations Conference in San Francisco the representatives of 50 countries signed the Statute of a new international organization. It was also signed by the Ukrainian Soviet Socialist Republic (Ukrainian SSR) as a part of the Union of Soviet Socialist Republics (USSR), due to which it received the status of the United Nations member. After World War II Ukraine became the member of other international organizations. Because of an urgent need for personnel for the diplomatic corps, the People’s Commissariat for Foreign Affairs of Ukraine, headed by the Commissar D. Manuilskyi, initiated setting up the system of diplomatic personnel training in the republic. The



Ukrainian SSR needed its own specialists with knowledge of foreign languages.

To meet an urgent need for studying a foreign language, the government organized the Faculty of International Relations (within the structure of the T.H. Shevchenko University of Foreign Languages) and approved the decree *“On the improvement of foreign language teaching in a secondary school”* (1947), which included not only the list of problems, but also the measures, needed to be taken for their solution. The decree presupposed a radical improvement in the quality of language teaching in secondary schools, the implementation of compulsory teaching of a foreign language in all secondary schools, the expansion of teaching English or French by 1949/1950 academic year. The decree stipulated the necessity for all teachers of foreign language to attend advanced training courses once every three years and to expand the network of pedagogical institutions, providing foreign language teachers’ training. The following language proportion was planned to be set in cities and towns: English – 45%, French – 29%, German – 25%, Spanish – 10% (Mirolyubov, 2002).

Main text. In the context of our study, 1948 was marked as the beginning of a new stage in the history of foreign language education at Ukrainian higher education institutions; many higher educational institutions faced the task of training foreign language teachers. In particular, on March 18, 1948, the Council of Ministers of the Ukrainian SSR prepared the decree *“On the training of teachers of foreign languages”*. A few weeks later, the decree *“On the opening of pedagogical institutes of foreign languages in Kyiv and Dnipropetrovsk”* (March 30, 1948) was issued, due to which since October 1, 1948 Dnipropetrovsk Pedagogical Institute of Foreign Languages resumed its activity, Kyiv Pedagogical Institute of Foreign Languages was opened and a new plan of teachers’ training for secondary schools of the Ukrainian SSR for the period of 1949-1955 was formulated (Tsentral’nyi derzhavnyi arkhiv vyshchykh orhaniv vlady ta upravlinnia Ukrayiny, f. 575, ark.5–7).

In those years, teachers’ institutes providing an incomplete higher education level lost their importance. They were consolidated or reduced in some regions of Ukraine. Taking into consideration the need for the improvement of teacher training, from 1949 to 1955 some teachers’ institutes were reorganized into pedagogical ones: Zhytomyr Teachers’ Institute, Osypenkiv Teachers’ Institute, Rivne Teachers’ Institute, Izmail Teachers’ Institute, Bila Tserkva Teachers’ Institute, Kremenchuk Teachers’ Institute, Stanislav Teachers’ Institute, Ternopil Teachers’ Institute, Lutsk Teachers’ Institute and Drohobych Teachers’ Institute. At the same time, in 1954, five teachers’ institutes (in Kyiv, Odesa, Artemivsk, Konotop and Kharkiv) were closed. Such reorganization contributed to the expansion of educational opportunities, because unlike teachers’ institutes, in which the term of study was two years, the pedagogical institutes presupposed a four-year term of study. Curricula in teachers’ training institutes and pedagogical institutions were unified to the single educational requirements.

The beginning of 1950s – the early 1960s brought new trends and qualitative changes in the development of Soviet education. Higher education was in the midst of those changes and it was the starting point of its reformation. After J. Stalin’s death the ideas of polytechnic education were given special attention, because they were



connected with the reform of the entire educational system. An important role in those processes was played by the personality of M. Khrushchev, whose activity was focused on fundamental changes (Tadeyeva, 2011). State policy, focused on the turn of an education system to the needs of the economy, affected the decision of the XIX Congress of the Communist Party of the Soviet Union in October 1952. That higher party forum proposed the idea of polytechnic education in a secondary school, which later defined the vector of Soviet education development in the Khrushchev period. The expansion and extension of a foreign language education system through the opening of specialized schools, in which a number of subjects were taught in a foreign language, raised the issue of qualified personnel training, as well as the inclusion of Soviet people into a foreign language culture and education.

Subsequently, the state of training teachers' staff with a foreign language knowledge was determined by the orders of the Ministry of Education of Ukrainian SSR № 310/23 of March 3, 1949 *"On the state of training of teachers of foreign languages for schools of the Ukrainian SSR"* (Pro stan pidhotovky vykladachiv inozemnykh mov dlya shkil Ukrayins'koyi RSR, 1949), № 269 of May 11, 1953 *"On the state and improvement of teaching foreign languages in the Ukrainian SSR secondary schools"* (Pro stan ta polipshennya vykladannya inozemnykh mov u serednikh shkolakh URSR, 1953). The documents stated some improvements in foreign language teaching in Ukrainian schools, but generally the state of teaching and studying foreign languages in secondary schools of the Ukrainian SSR was unsatisfactory, because most teachers did not get higher education and it affected the quality of teaching foreign languages. In particular, the tasks were:

- to improve the training of graduates from faculties of foreign languages;
- to pay special attention to a methodological training of future secondary school teachers of foreign language;
- to improve the quality of teaching staff in all urban and rural secondary schools of the Ukrainian SSR, providing an optional study of foreign language for 3rd and 4th year students of pedagogical institutes in order to establish conditions for students of non-language faculties to master one of the foreign languages for teaching it in schools (Pro polipshennya vykladannya inozemnykh mov u zahal'noosvitnikh shkolakh, 1974).

Continuing the policy of enhancing the role of foreign language education, teachers of higher education institutions repeatedly discussed programs for the future teachers' training on the pages of periodicals. Their views were the same in that the training of teachers should be expanded with disciplines, such as: teaching methodology, psychology and pedagogy. It was taken into account in new curricula development, where changes were aimed at expanding a professional pedagogical training of future teachers, increasing the number of theoretical courses hours in psychology, pedagogy, teaching methodology, associated with a teaching practice (Sukhomlyns'ka, 2003).

Since 1954 the processes of specialties consolidation, the expansion of specialists' profiles was observed in the network of higher education institutions. According to the decree of the Council of Ministers of the USSR and the Central Committee of the CPSU *"On the improvement of training, distribution and use of specialists"*



with higher and secondary specialized education" (1954) higher educational institutions were focused on the training of multi-discipline specialists, which led to the revision of educational and methodological documentation and curricula, providing an increase of hours in students' individual work (Postanovleniye Soveta Ministrov SSSR i TSK KPSS, 1954). Under the new curricula, new specialties such as "Two Foreign Languages", "History and Foreign Language" were implemented to train future teachers of foreign language.

On September 21, 1955, the Ministry of Higher Education of the USSR issued the order "*On improvement of teaching foreign languages at higher educational institutions*" (Vysshaya shkola: sbornik osnovnykh postanovleniy, prikazov i instruktsiy, 1978). Taking into consideration the weaknesses in teaching foreign languages at higher educational institutions and in order to improve a training quality of future teachers of foreign language, it was ordered to establish an obligatory teaching of foreign language in 1st-4th years of study. The main purpose of such training was to read and translate texts by specialty. Teachers of higher educational institutions were to raise the level of educational and methodical work, so that upon completion of the 4th year of study students could freely use special literature, written in a foreign language.

At the same time, optional foreign language courses were available for 3rd and 4th year students of higher educational institutions, teachers held activities that facilitated mastering of foreign language, clubs of spoken language and translation, the annotation of foreign literature, the edition of foreign language wall newspapers. However, the texts in the foreign language textbooks, which were used in an educational process, reflected the party policy and were not interesting for students. Information about new discoveries and advances in science and technology in the USSR was hardly used in the educational process; there was a complete lack of information about the latest world scientific or technical achievements.

So, despite the positive changes in the educational system of higher education reformation, which contributed to the improvement of foreign language education, students in those years could hardly master a foreign language successfully.

The most significant changes in the professional development of future foreign language teachers occurred in 1956. The effectrix for that process was the decree of the Council of Ministers of the USSR "*On measures to the quality improvement of a secondary school teacher's training*" (1956), the aim of which was to extend the profile of training of teachers for 5-10 grades, to prolong the term of study in pedagogical institutes to 5 years (Tsentral'nyi derzhavnyi arkhiv vyshchikh orhaniv vlady ta upravlinnia Ukrainy, f.575, ark. 34), and the decree "*On the organization of boarding schools*", due to which a foreign language should be taught from the first grade, opposed to regular schools, where teaching a foreign language was implemented from the 3rd grade (Ob organizatsii shkol-internatov. Postanovleniye TsK KPSS i Soveta Ministrov SSSR, 1974).

In connection with it, on the decree of the Ministry of Education of the Ukrainian SSR of October 6, 1956 "*On enactment of the list of multi-discipline faculties and specialties of pedagogical institutes in the Ukrainian SSR*", 20 new specialties were implemented, including 8 specialties for the training of multi-skilled future teachers of foreign language: "The Ukrainian language and literature, foreign language", "The



Russian language and literature, foreign language”, “The English language, the Ukrainian language and literature”, “Foreign languages. Teacher of boarding school”, “The French language, the Ukrainian language and literature”, “The German language. Teacher of boarding school”, “The German language, the English language”, “The French language, the German language”. A new specialty was added – “Foreign language. Teacher of boarding school”, with 2100 hours, allotted to the discipline “Foreign language” (Tsentral’nyi derzhavnyi arkhiv vyshchikh orhaniv vlady ta upravlinnia Ukrayiny, f. 575, ark. 221; f. 1857, ark. 96–98). In 1961, 6 694 students were enrolled in these dual specialties in 24 institutes of higher education (Mayboroda, 1992).

Since 1956/1957 academic year pedagogical institutes of foreign languages started to train specialists of two foreign languages: German – English; French – German, the Ukrainian language and literature – English; the Ukrainian language and literature – French (Tsentral’nyi derzhavnyi arkhiv vyshchikh orhaniv vlady ta upravlinnia Ukrayiny, f. 1857, ark. 198). In particular, in 1956 in Kharkiv Pedagogical Institute of Foreign Languages (full-time training), multi-discipline teachers were trained at the German language faculty (Teacher of the German language. Teacher of boarding school), at English and French language faculty (Teacher of English and the Ukrainian language and literature. Teacher of French and the Ukrainian language and literature).

It is interesting to know that according to the plan of enrolment of full-time students (1957) the training of multi-skilled future foreign language teachers was conducted at faculties of foreign languages at 4 pedagogical institutes of foreign languages: Kyiv Pedagogical Institute of Foreign Languages, Gorlivka Pedagogical Institute of Foreign Languages and Odesa Pedagogical Institute of Foreign Languages with such second specialty as “Ukrainian”, “English”, “German” or “teacher of a boarding school” (see Table 1) (Tsentral’nyi derzhavnyi arkhiv vyshchikh orhaniv vlady ta upravlinnia Ukrayiny, f. 2099, ark. 83; f. 2094, ark. 83–86).

Table 1. Training of future multi-skilled teachers of foreign language

| № | List of higher education institutes of foreign languages | Multi-discipline specialties |
|----|--|--|
| 1. | Kyiv Pedagogical Institute | English, boarding school teacher; French, boarding school teacher |
| 2. | Kharkiv Pedagogical Institute | German, boarding school teacher; English, Ukrainian language and literature; French, Ukrainian language and literature |
| 3. | Horlivka Pedagogical Institute | English, Ukrainian language and literature; French, Ukrainian language and literature |
| 4. | Odesa Pedagogical Institute | English, Ukrainian language and literature; German, Ukrainian language and literature; French, Ukrainian language and literature |



The training involved the study of methodological and special disciplines: the foreign language teaching methodology, the methodology of teaching literature and a foreign language (basic), which included the practice of language and analysis of texts, grammar, and phonetics. A special place in the curricula was given to special courses, which included phonetics, grammar, lexicology, history of the language, literature of the country which language students studied (Tsentral'nyi derzhavnyi arkhiv vyshchikh orhaniv vldy ta upravlinnia Ukrayiny, f. 2082, ark.105).

In 1957/1958 academic year pedagogical institutes in Vinnytsia, Zhytomyr, Zaporizhia, Rivne, Kherson and Kirovograd started teachers' training in dual specialties, including: "The Ukrainian language and literature, foreign language" (150 persons); "The Russian language and literature, foreign language" (150 persons) (Tsentral'nyi derzhavnyi arkhiv vyshchikh orhaniv vldy ta upravlinnia Ukrayiny, f. 2094, ark. 83-86). As mentioned above, newly established higher pedagogical institutions had difficulties in a foreign language teaching, because it was realized by graduates of pedagogical universities, former school teachers and teachers who did not have a fundamental basis for teaching foreign languages (Tsentral'nyi derzhavnyi arkhiv vyshchikh orhaniv vldy ta upravlinnia Ukrayiny, f. 1108, ark.10). Young teachers, who did not have sufficient ability to teach foreign languages in terms of methodology, could not develop an educational material. Besides, not all students had a good knowledge of the foreign language and, that is why, they needed the introduction of optional classes into an educational process (Tsentral'nyi derzhavnyi arkhiv vyshchikh orhaniv vldy ta upravlinnia Ukrayiny, f. 1108, ark. 71).

At the same time in the mid-50s in connection with the country's entry into the era of scientific and technical development, a number of important regulations and decrees, which outlined new directions of professional training of future teachers in higher educational institutions, were adopted, such as: "*Instruction on the organization and implementation of teaching practicum of pedagogical institutes' students*" (1955), "*Regulations on the applied practice of students of higher educational institutions of the USSR*" (1956), "*Instruction on applied practice of students of higher educational institutions of the USSR*" (1956) (Instruktsiya ob organizatsii i provedenii pedagogicheskoy praktiki studentov pedinstitutov Ministerstva prosveshcheniya, 1955).

The Government's deliberate attention to the quality of the foreign language teaching in schools and the improvement of staff level in foreign language education was certified by the decree "*On the prohibition of teaching foreign languages at school by persons without special language education*" (1958) (O nedopushchenii k prepodavaniyu inostrannogo yazyka v shkole lits, ne imeyushchikh spetsial'nogo yazykovogo obrazovaniya, 1958), which stated that in many schools, especially in rural areas, the teaching of foreign languages was not satisfactory, since persons with no special education were employed as teachers. To improve the situation, the decision to appoint of first-rate importance teachers who got special pedagogical education in the foreign language or who had been granted the right to teach this subject at school on the basis of certification was made since 1958/1959 academic year. An authoritative role was given to advanced training institute, designed to provide practical assistance to teachers, especially in rural schools, by organizing courses, seminars and other advanced training courses. That year, the Ministry of Higher Education of the USSR



approved the provision on branch offices of correspondent higher pedagogical educational institutions and on study support centres of correspondent departments, so that part-time students could get access to higher education. During the period under investigation, the supply of part-time students with methodological materials was improved, and the quality control under teaching foreign languages in part-time departments was strengthened.

In 1959, the Ministry of Higher Education of the USSR approved new curricula, focused on the training of multi-discipline foreign language teachers (a term of study – 5 years). Therefore, on the faculties of foreign languages, instead of the second specialty – teacher of the Ukrainian language and literature – a specialty 2103 “Foreign language, a teacher of boarding school” was introduced. In particular, the number of academic hours for general, special and linguistic disciplines, as well as the terms of teaching practicum (34 weeks) were increased. The focus of the attention on a practical training of future teachers of foreign language was indicated by the number of hours, allocated for the study of the basic foreign language: the 1st year – 19, 14 hours; the 2nd year – 14, 13 hours; the 3rd year – 13, 12 hours; the 4th year – 12, 16 hours; the 5th year – 17, 15 hours. Furthermore, new disciplines of the psycho-pedagogical cycle were implemented: pedagogical psychology (136 hours), school hygiene (36 hours), special seminar on pedagogy, psychology or a foreign language teaching methodology (72 hours), etc. (Tsentral’nyi derzhavnyi arkhiv vyshchikh orhaniv vldy ta upravlinnia Ukrayiny f. 2731, ark. 1–4).

The analysis of historical realities shows that in the early 60s of the 20th century other changes in the system of higher pedagogical education of Soviet Ukraine were also important for the formation of foreign language education. Thus, due to the increasing number of bilingual schools and schools with teaching some subjects in a foreign language there was an urgent need for highly qualified teachers with the knowledge of foreign language (Tsentral’nyi derzhavnyi arkhiv vyshchikh orhaniv vldy ta upravlinnia Ukrayiny, f. 3092, ark. 1–4). Therefore, in 1960/1961 academic year the Ministry of Education of the Ukrainian SSR inspected the state of training of future foreign languages teachers in the education institutions. The results of the examination revealed disruptions in the teaching of professional and methodological disciplines, the lack of teachers’ knowledge of the methodology of technical training aid using and the insufficiency of career enhancement training (Tsentral’nyi derzhavnyi arkhiv vyshchikh orhaniv vldy ta upravlinnia Ukrayiny, f. 3324, ark. 1–4).

The consequence of such disruptions was weakness in knowledge of students in major “Foreign Language”. On the basis of that verification, the government offered a complex training for students of the 1st – 3rd years of study. However, it turned out that the higher pedagogical institutions were diverse the training, because of some organizational issues and the lack of textbooks (Tsentral’nyi derzhavnyi arkhiv vyshchikh orhaniv vldy ta upravlinnia Ukrayiny, f. 3387, ark. 17). To improve the situation, the Central Committee of the CPSU and the Council of Ministers of the Ukrainian SSR enacted a number of decrees, which further influenced the quality and state of training of the specified profile specialists: “*On improving the study of foreign languages*” (1961) (Vysshaya shkola: sbornik osnovnykh postanovleniy, prikazov i



instruktsiy, 1978).

The decree *“On improvement of foreign language studying”* (May 27, 1961) was decisive in terms of a qualitative training of future secondary school teachers of foreign language at the higher pedagogical education institutions. According to the decree, the knowledge of foreign language was of particular importance, and there was a need for practical command of a foreign language. The focus was aimed at a practical component of teaching; the achievement of educational goals was associated with the solution of practical tasks, according to new social demands of society. The decree stated that the formation of practical oral speaking and untranslated reading skills must be the primary purpose of foreign language teaching. It contributed to the formation of students’ speaking skills; the expansion of foreign language teaching schools’ network; the division of classes of secondary schools into subgroups. The decree increased the requirements for studying a foreign language by students of non-linguistic universities; starting foreign language courses; advanced training of teachers of foreign language (Ob uluchshenii izucheniya inostrannykh yazykov: Postanovleniye Soveta ministrov SSSR, 1961).

On the basis of the decree, on August 5, 1961, the Council of Ministers of the Ukrainian SSR adopted the similar decree *“On improving the study of foreign languages in schools and pedagogical institutions of the Ukrainian SSR”* (Pro polipshennia vykladannia inozemnykh mov u serednikh shkolakh URSR, 1950), which not only formally set a focus on practical studying of a foreign language, but also made major changes to the whole foreign language education system. The following tasks were set in the decrees: the training of qualified specialists familiar with and able to use the latest achievements of national and foreign science and technology; a constant improvement of the quality of specialists’ training taking into account the requirements of modern, science, technology, culture and prospects of their development.

In our opinion, those decrees defined the number of tasks faced the system of foreign language education in the early 60s of the 20th century. It is important that the tasks were integrated, covering all existing levels of the foreign language education system, additional education, scientific, methodological and personnel support. We believe that even partial fulfilment of the tasks set a language education in general and the professional training of future foreign language teachers in particular to a new level. The position of official bodies on the results of the restructuring of foreign language studying was showed by V. Strekozin in his article to the periodical *“Foreign languages at school”*. The author of the article focused the attention on the teachers’ training, it was noted that foreign languages began to be taught in accordance with new requirements, and the experience of advanced teachers allowed to highlight positive trends (Student – 2000: kakim yemu byt', 2000).

Setting a new goal of teaching foreign languages caused changes in the content of education, which was manifested in the reduction of the amount of grammar material, the emergence of new communication topics in a foreign language. The information about the country, which language was taught, was compared with the realities of the native country. However, the desire to emphasize the superiority of the socialist system over the capitalist one sometimes led to obtaining knowledge that did



not correspond to a true notion of another country.

According to the regulations, adopted in the early 60s of the 20th century, a leading place in the system of control of educational and cognitive activity of students belonged to tests, term papers and state examinations, the results of which were used to determine the progress level as the main indicator of the education quality of future specialists at a particular stage of their training at a higher educational institution (Narodnoye obrazovaniye v SSSR, 1987). The Soviet high school began to provide students with broad, basic general scientific knowledge, as well as the knowledge of modern achievements of science and culture for a deeper study of specialized disciplines (Tsentral'nyi derzhavnyi arkhiv vyshchikh orhaniv vlady ta upravlinnia Ukrayiny, f. 3387, ark. 65).

Higher education was designed to develop students' creative ability, analytical and summarizing skills. A practical training of students was enhanced. Higher educational institutions trained specialists, who would master theoretical and practical aspects of their profession, possess organizational skills and be capable of working at school immediately after their graduation from the higher pedagogical institutions without any additional training (Ocherki istorii shkoly i pedagogicheskoy mysli narodov SSSR, 1988).

Conclusions. The period 1948-1961 is considered the time of reformative processes in the foreign language education system in Soviet Ukraine, when significant positive changes in its development in general and training of future teachers of foreign language in higher education institutions in particular took place. The analysis of archival documents and contemporary sources shows that in 1948-1961 a number of decrees and regulations were adopted in the territory of the Ukrainian SSR. They were aimed at the monitoring of the activity of higher education institutions and specification of the purpose and tasks of training of future teachers of foreign language. According to the reforms conducted in the direction of improvement foreign language education in Soviet Ukraine such positive changes were found out: the reorganization of higher education institutions in the direction of foreign language education development (higher education institutes of foreign languages were formed presupposing the establishment of philological faculties and faculties of foreign languages); the methodological training of foreign languages teachers got started; the role of oral foreign language speech in foreign language teachers training was strengthen; new curricula and programs for the training of future teachers of foreign language were introduced; a practical component into foreign language education was implemented.

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