

**Nadya Ventseva.**  
**FEATURES OF REFORMATION OF HIGHER PEDAGOGICAL  
EDUCATION ON UKRAINE IN 50TH XX CENTURY**

The author of the article exposes the features of development of the system of higher pedagogical education on Ukraine in 50th of past century. Analyses literature to the given question. Examines the question of reorganization of higher pedagogical education through creation of new Department of higher education of Ukraine. Determines teaching forms.

The special attention an author spares to проидвоственной practice. According to the decision of Council of Ministers of the USSR from Augusts, 4, 1959 "About the forms of educating at higher educational establishments and about productive work and practice of students" productive practice for the students of junior courses and productive practice was assumed or рабата on speciality for the students of senior courses.

In obedience to resolution of Council of Ministers of the USSR from Augusts, 4 in 1959 obligatory for all institutions of higher learning, enterprises, establishments, organizations, it was certain that places for realization of productive practice or work after speciality to the students of institutions of higher learning must be given by the leaders of state farms, enterprises, establishments and organizations. At determination of bases for productive practice it is not enough to be taken into account them territorial placing with the aim of avoidance of moves of students and excessive accumulation on the enterprises of students from different institutions of higher learning. For productive practice the enterprises located on territory of Ukraine sneaked up mainly, regardless of their department submission, but in accordance with the profile of preparation of specialists. For all institutions of higher learning a volume, maintenance and term of productive practice, had to be clearly determined in an educational process

Separate attention is spared the features of extra-mural form of preparation of specialists. The contingent of external students-students grew from separate specialities. It should be noted that most in absentia faculties and separations were not provided with a highly skilled професорсько-викладацьким personnel. On in absentia separations teachers worked after погодинною payment and only their negligible quantity was on the permanent staff of institutions of higher learning. Such situation complicated bringing in on work with the external students-students of leading professors and associate professors. Such omissions negatively affected preparation of external students-students. So, for example, in 1955/56 school in institutions of higher learning, that was subject to Department of higher education of УРСР 13 % were left on the same courses repeatedly.

The state of training of scientific personnels: in the investigated period substantial changes were brought in the operating rules of completing of institution of higher learning pedagogical collectives and in the order of preparation of scientifically-pedagogical personnel through аспірантуру and докторантуру. From 1957 the competitive system of completing of pedagogical educational establishments of Ukraine was entered. Such events assisted bringing in to

scientifically-pedagogical activity in institutions of higher learning of the best workers of science and production. The author of the article finds out the negative tendencies of the investigated period.