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**THE EMBODIMENT OF THE IDEA OF SPECIALIZED SUBJECTS IN TERMS OF UTILITARIAN SECONDARY EDUCATION (60 - 70 YEARS OF THE TWENTIETH CENTURY.)**

This article describes the features of creation and activity of special schools and special classes with specialized subjects during 60-70 years XX century as a form of profile education. Creating boarding schools with specialized subjects dates back to 1946 after the adoption by the Council of Ministers of the USSR Decree "On improving the learning of foreign languages in the seven-year and secondary schools in the USSR". A lack of diplomats led to the need for organizations in the country three male boarding schools to study a foreign language - in Kiev, Kharkiv and Odessa. First specialized boarding school of physics and mathematics profile was created in 1963 at the Kiev University named by T.G.Shevchenko. In these schools study was conducted in accordance with the basic profile of the university and was carried out to prepare students for admission to this institution. The only customers of such a model profile education Soviet schools were party-state of higher education management structures. The issue of professional self-determination of students and account of their interests or preferences are not raised. Selection of students to such schools was carried out taking into account individual abilities.

The net of schools with specialized subjects gained distribution in 1966. Such schools were organized with the permission of the Ministry of Education of the USSR in the presence of highly qualified teachers and appropriate classrooms and laboratories. It was supposed to open them in large populated localities, where was a large number of secondary schools. In special schools and classes profiling discipline, extracurricular activities and work training were combined in a special cycle, consisting of the main course of elevated levels, additional special courses, practical subjects and practice. Schools with specialized subjects had served for the selection of talented young people to science and their preparation to study at university. However, over time the special schools were elite institutions for children party leadership. An important obstacle in the realization of such a model profile education in this period was mechanical overloading students through increasing the number of hours of in-depth study of certain subjects while maintaining the total load. Suspicion of differentiated instruction in the years of stagnation was the cause of the gradual decrease in the number of schools with specialized subjects.