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141.	Шевченко О.О., Назар П.С., Левон М.М. ЗАКОНОМІРНОСТІ ФОРМУВАННЯ ВНУТРІШНЬООРГАНІХ ЛІМФАТИЧНИХ МІКРОСУДИН НА РАННІХ ЕТАПАХ ВНУТРІШНЬОУТРОБНОГО РОЗВИТКУ ЛЮДИНИ	567
PEDAGOGICAL SCIENCES		
142.	Arystova L. МЕТОДИКА МУЗИЧНОГО ВИХОВАННЯ КИРИЛА СТЕЦЕНКА	569
143.	Dorosh T., Ostapenko L. CREATIVE ACTIVITY OF FUTURE TEACHERS OF MUSIC ART IN THE REMOTE LEARNING PROCESS	575
144.	Haran N., Smoliar Y. ДО ПРОБЛЕМИ ФОРМУВАННЯ МЕДІАКУЛЬТУРИ МАЙБУТНІХ ВИКЛАДАЧІВ	579
145.	Melash V., Varenychenko A., Mikhailova N. PREPARING FUTURE PRIMARY SCHOOL TEACHERS FOR THE FORMATION OF SCHOOL CHILDREN'S ECOCENTRIC WORLDVIEW	583
146.	Nykyropets S. WORDS THAT STARTED OUT AS MISTAKES	587
147.	Roman N. ORIGINS OF PROFESSIONAL EDUCATION OF BANDURISTS AT THE BEGINNING OF THE XX CENTURY	590
148.	Tanana S., Kolesnyk V., Samsonenko M. PROBLEM OF COMMUNICATIVE TOLERANCE IN PROFESSIONAL EDUCATIONAL ACTIVITIES OF A TEACHER	594
149.	Torina V., Filatov S. HISTORY OF VOCATIONAL EDUCATION IN UKRAINE: ANALYSIS OF ORIGINS AND PROBLEMS	597

HISTORY OF VOCATIONAL EDUCATION IN UKRAINE: ANALYSIS OF ORIGINS AND PROBLEMS

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Today the problem of development of professional technological education is one of the main tasks of the education system of Ukraine. The preparation of young people for work was carried out at all stages of development of society.

Historical stages of development of professional technical education were covered by such researchers as S. Batyshev, S. Tereshchenko, G. Yasnytsky, V. Radchenko, M. Puzanov, A. Veselova.

Since Ukraine's independence, a number of legal documents have been adopted that have had a significant impact on the development of vocational education in Ukraine today:

- 1) Law "On Vocational Education" (1998);
- 2) Law "On Amendments to Certain Legislative Acts of Ukraine on Vocational Education" (2004);
- 3) Order "On the main directions of reforming vocational education in Ukraine" (1996);
- 4) Act "On approval of the procedure for employment of graduates of vocational schools" (2010);
- 5) Resolution "On the state and prospects of development of vocational education in Ukraine" (2003);
- 6) Resolution "On Approval of the Regulations on Graduate Vocational Education" (1999);
- 7) Resolution "On approval of the State standard of vocational education" (2002) and other.

Vocational education of the younger generation through the transfer of work and professional experience took place in ancient times.

There were several forms of professional education in Kievan Rus: *home*, *public*, *monastic* and state. The first two forms reflected the transmission of traditions to a new generation of domestic, social and political experience, historically formed by certain groups of the population.

In *the household*, the average peasant had about 200 professional skills, that is, was universal in his work, and this "universalism" he had to pass on to descendants.

The social system of vocational education in the middle of which urban handicrafts began to develop, new technologies and forms of labor organization began to be used, ie there was a fragmentation of handicrafts, knowledge, skills and abilities were differentiated. New trends in the development of medieval crafts required narrow specialization.

All this served as a basis for the formation of **urban craft education**. Under these conditions, the **institution of craft apprenticeship** is being formed. It could be varied: at home (in the family circle, or "on people") or in the workshop through long-term or short-term training of individual or group forms of education. **Monastic** vocational training appeared a little later.

Monasteries were complex multi-professional economic units, so they needed constant reproduction of personnel. The main profession was considered to be "scribe": human literacy was considered a technical craft, a craft activity.

Due to historical technical innovations (jewelry, metalworking) there was a problem of education of artisans. For example, it was necessary to write a recipe, the composition of the alloy, to take measurements and more. Initially, vocational education was individual. Thus were born the beginnings of artisan apprenticeship, which only in the XVII century. acts as a coordinated social institution of reproduction of workers.

In the **state vocational education**, which was organized under orders, there are several areas:

- craft education, which was associated with the creation of master chambers: armed, gold, silver, carrying out various royal orders for the manufacture of weapons, iconography and painting, jewelry;
- preparation of the administrative body;
- providing education to "medical students", which was the only form of medical education in the XVII century.

As development grew, so did the need to rehabilitate skilled workers. Transferring to the student only the personal experience of the master was not enough, it was necessary to create public vocational schools.

The first vocational schools in Ukraine were organized on the territory of factories. At the beginning of the XVIII century. these were mining schools that trained skilled workers and craftsmen. However, vocational education became widespread only in the second half of the 19th century, due to the rapid development of capitalism and the growing need for a large number of skilled workers. Until then, in the field of vocational education, there were **two types of vocational schools: lower and secondary, technical and craft** schools, which accepted teenagers aged 13-14 for various periods of study - from three to five years. The number of various vocational schools, colleges, production courses grew rapidly. At the beginning of the XX century. in Ukraine there were already 3,016 vocational schools with about 214,000 students.

In the first years of Soviet rule, industrial training prevailed, as the number of vocational schools was still small. The timing and quality of mastery of the craft in individual training depended almost entirely on the worker to whom the student was attached. Training took place unsystematically, often more time was spent on various

ancillary assignments. There were no training programs. The student did not receive theoretical knowledge in the specialty.

In 1920, the Council of People's Commissars adopted a number of decisions related to the vocational education of workers and the planning of their training. In order to eliminate the technical illiteracy of the broad masses of workers and to meet the urgent need of industry for skilled labor, mandatory vocational training was introduced for all workers aged 18 to 40. The Main Committee for Vocational Education (Glavprofobr) was established, headed by the People's Commissar for Education A.V. Lunacharsky. The creation of Glavprofobr marked a turning point in the planned training of workers for a number of industries in the country.

In the 1930s, the "economization" approach began to emerge, as a result of which the general education of future workers was reduced and the installation for the graduation of specialists in narrow-operational work was outlined, and the training period was reduced to 6-12 months.

The system of training workers directly in production has undergone significant development.

On October 2, 1940, the Presidium of the Verkhovna Rada adopted the Decree "On the State Labor Reserves of the USSR." According to him, the country created three types of vocational schools: craft schools with a two-year training period to train skilled workers - metallurgists, chemists, miners, oil workers, skilled workers for sea and river transport, communications, etc.; ***railway schools with a two-year training*** period for the training of drivers, assistant drivers, locksmiths for the repair of locomotives and carriages, boilers, foremen for the repair of railways; ***schools of factory training (FZU) with a six-month training period*** for the training of workers in mass professions, primarily for the coal, mining, metallurgy, oil and construction industries.

The state undertook full material support. A special form of clothing and insignia was introduced for students. Schools and schools were provided with special facilities for educational work, training workshops and dormitories.

In 1958, urban and rural vocational schools were established with a period of study from one to three years, which accepted young people with eight years of education. These educational institutions trained workers in more than 700 professions. Between 1959 and 1964, vocational schools trained about five million skilled workers.

Automation and mechanization of production had a great influence on the formation of a new type of skilled worker - a worker of a broad profile, and the need for professional mobility - increasing the tendency to combine several professions and specialties.

An important role was played by the transition to joint secondary education, which required the entire system of vocational training and vocational education in accordance with the new social realities and challenges. The most important task of the vocational education system was to train diversely developed and culturally educated professionals with professional skills in accordance with the needs of scientific and technological progress, and in connection with the needs of society to the individual, the citizen.

The last twenty years are characterized by the development of variability in the organization of the educational process in the system of vocational education; creation

of new types of educational institutions in the system of vocational education (technical lyceums, colleges, gymnasiums), merging of these educational institutions with institutes and universities close in the profile of training specialists.

Pedagogical science plays an important role in the formation and development of educational and production processes.

With the development of new economic relations, vocational schools are increasingly focused on finding new sources of funding, additional earning opportunities, joining the production activities, the results of which are in demand.

Here is a table proposed by researcher S. Batyshev, which, in our opinion, most accurately illustrates the periodization of vocational education in Ukraine (Table 1).

In his work "Essays on the History of Vocational Education in the USSR" the researcher divides the history of vocational education into two parts: the period before 1917 and the period after 1917.

Table 1.

The main stages of vocational education

<i>Part one</i>		
1.1	The beginning of the XVIII century - middle XIX century	at this time, the first vocational schools appear
1.2	The middle of the XIX century - up to 90 years. XIX century	the state needs to improve the economy, in this regard, new schools are emerging: railway, agricultural, maritime and others.
1.3	90 years of the XIX century - 1917	in 1888 the "Basic Regulations on Industrial Schools" were approved, curricula and programs were developed, as well as the regulations of educational institutions. Work is underway on the formation of general approaches to the organization of vocational education, textbooks are published, teachers are trained for vocational schools
<i>Second part</i>		
2.1	1917 - 1940	1917-1920 – restructuring of the old craft school, search for new forms of training skilled labor; 1921-1933 – formation of the system of vocational education, transformation of the school of FZU into the main form of training of skilled labor, in this period scientific and methodical centers are created; 1933-1940 – development of vocational school in the professional field, decentralization of management of educational institutions

2.2	1940 – 1958	1940-1945 – creation of schools and schools of labor reserves, which became the main source of replenishment of factories and factories with skilled workers from among minors who replaced adults who went to war; 1945-1958 – improvement and specialization of educational institutions of labor reserves, the law "On strengthening the connection of school with life and further development of public education in the USSR"
2.3	1958 – 1990	1959-1965 – creation of a single type of vocational school - rural and urban vocational schools, their transition to the school base; 1966-1980 – the transformation of vocational schools into secondary vocational schools, which provide an opportunity to obtain vocational and general secondary education at the same time
2.4	1990 - for now	development of the system of vocational education of independent Ukraine, its adaptation to the market economy, adoption of the first in the history of Ukraine Law "On vocational education"

The accumulated experience of teaching and educating the younger generation in different types of vocational education institutions contains a lot for contemporaries. In particular, by studying the history of vocational education it becomes possible:

- to establish natural dependences of increase of professional educational institutions and youth in them on dynamics of development of the industrial enterprises;
- to consider the emergence of new forms and methods of teaching and trends of its continuous improvement;
- to reveal the peculiarities of forms and methods of educational work in different types of professional educational institutions and to investigate the relationship in their development;
- to develop scientifically substantiated concepts of continuing professional education in Ukraine;
- identify the factors that determine the formation of a new system of training in Ukraine;
- develop principles for managing the training system at the present stage.

Without studying the history of vocational education as a pedagogical phenomenon, it would be impossible to deeply comprehend the development of forms and methods of teaching and education, changes in the social structure of the working class, the development of productive forces, sources of productivity and labor activity.

The system of vocational education has come a long way in history, has become a powerful factor in raising the educational and cultural-technical level of the working class, comprehensive improvement of the life of ordinary Ukrainians, one of the ways to implement social policy at the present stage.

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