

JPRS: 5141

15 August 1960

THE INFLUENCE OF INDUSTRIAL PERSONNEL ON
THE MORAL EDUCATION OF STUDENTS

- USSR -

by Docent K. D. Dadayev

DISTRIBUTION STATEMENT A
Approved for Public Release
Distribution Unlimited

UNCLASSIFIED

DTIC QUALITY INSPECTED 2

Reproduced From
Best Available Copy

19991222 050

Photocopies of this report may be purchased from:
PHOTODUPLICATION SERVICE
LIBRARY OF CONGRESS
WASHINGTON 25. D.C.

U.S. JOINT PUBLICATIONS RESEARCH SERVICE
205 EAST 42nd STREET, SUITE 300
NEW YORK 17, N. Y.

THE INFLUENCE OF INDUSTRIAL PERSONNEL ON
THE MORAL EDUCATION OF STUDENTS

[Following is the translation of an article by
Docent K. D. Dadayev of the Lugansk Pedagogical
Institute in Radyans'ka Shkola (Soviet Schools),
No. 7, 1959, pages 30-34.]

Industrial work by students, widely practiced, gives the school great possibilities for bettering all instructional educational work. It is known that for a long time the greatest shortcoming of school training was that it was out of touch with the student's working activities and that it was preferential to verbally influenced methods. Teachers endeavored to develop the children's moral ideas during lectures and explanations in ethics. The fact that one explanation of moral norms and laws does not ensure success in education was not taken into account- these norms and laws acquire practical meaning for the children only through the process of their collective activity.

Students' industrial work, their contacts with workers, participation in communist competition and carrying out of

production plans- all this uncovers wide vistas for the development of their personality and dictates the necessity for the formulation, through pedagogical theory and practice, of new methods of educating students in the conditions of working activity.

In particular, there arises the question of the role of the industrial collective in the students' education, in the matter of how to take advantage of their participation in industry to achieve the most effective educational results. The positive influence of work surroundings on students is undeniable. The quality and form of this influence varies, but its basis is the same- it consists of students being cast into the industrial collective and living in its interests. It beneficially influences the children by its organized nature, discipline, vigor of work; it gives them the opportunity to feel the joy that comes from working, the romance of feats of industry.

Students show great interest in various professions, aspire to master them, but still do not know them well- only in the work process is it possible to actually master a specialty, to find one's calling. Industrial collectives help boys and girls in this very thing, evoking in them a fervent wish to learn to work well more quickly and to benefit their fatherland. Leaders of industry, by their own example, show students how important it is for socialist industry that workers master their professions perfectly and at the same time deepen their knowledge of

basic studies. This helps one to like work, to perform it with the kind of inspiration and creativity which bring joy.

"It is one thing, they say, to work well, another to work with feeling, fire, inspiration- then work speaks in the hands and the heart is light and gay." So said Comrade Chrypunov, an engineer in the Lugansk Plant imeni Parkhomenenko to 9th graders studying carpentry in this plant.

The educational influence of work in an industrial collective shows positively in the learning of fundamental studies. Victor B., an 8th grade student of the secondary school works in an instrument workshop. Only recently the boy was not learning well, stood out as being undisciplined, had limited interests. In the shop he was assigned to and experienced worker, Comrade Mishchenko. The worker took a fatherly attitude toward the boy, but at the same time was a demanding teacher. Patiently, he unfolded the "secrets" of his profession to the boy, taught him accuracy, care and a thoughtful attitude toward work. The work fascinated Victor, disciplined him, and he became noticeably better in his studies.

An industrial surrounding presents in itself a thrilling picture of the creative work of an industrial collective, which contributes its mite to the building of communism. In the imeni Parkhomenko factory, for example, students will learn about the famous traditions of industrial collectives which pladged to complete the seven- year plan ahead of time, about the fact

that the majority of workers does more than the assigned work. In the machine shop they see the dedicated work of a leading craftsman, T.V. Safronov, initiator of the socialist competition for lengthening a machine's period of service and for economy of materials; in the locomotive forgery shop they become acquainted with the communist work brigade headed by the industrial innovator, Popov; in the assembly shop with Comrade Bublikhenko's brigade which works on special orders for the building of new mines in the oblast. Comrades Pura, Zernyshko, Vlasov, Hubanov and others, assemblers, show students a good example of responsible attitude toward assignments.

Workers' prowess, the traditions of their collective, teach the student a communist attitude toward work. Students gradually become used to uniting their own aspirations, dreams and ideas with the plans, goals and activities of the collective, begin to consider themselves its members, try to emulate their older comrades- by- trade. On the basis of this there occurs a forming of self- awareness and moral character by school youth in industrial surroundings. Work in the plant helps students to broaden their horizons, familiarizes them with the latest technological achievements, teaches them to make use of technological literature, to follow the development of Soviet and foreign technology and study, and raises their general level of culture.

The factory collectives influence youth through foremen, leaders of practical workers, who teach students mass professions

It is necessary that these people be outstanding in work and in life, politically literate, cultured, understanding and patient. Thoses schools which select staffs of industrial instructors, directors of practical work and industrial education together with the administration and community organizations of business are doing the right thing. These are people who are arming youth with knowledge and skills for work. Their moral countenance, attitude toward work and beliefs to some extent leave a mark on the attitudes and beliefs of the students. An honest, skilled worker, devoted to the collective, by his own example teaches students a feeling of responsibility for an assigned task, readiness to perform any kind of work or mission for the collective, honesty and conscientiousness.

Comrade Ehomutov, a worker in the Plant imeni Parkhomenko noticed that his student was being careless with an instrument. "Remember," he said, "That an honest worker's instrument is always in order and lasts for years, while a dishonest one's lasts but a few days." From then on the instructor systematically, day by day, taught the boy to take care of his instrument and work bench, and told him of the rule which applied in the shop: every Saturday here is sanitary inspection day, when we check the state of the work area, bench and instruments, and woe to him who is careless with socialist property.

Workers recruit students in the fight for economy and thrift, and point out interesting facts which testify to their

great importance. Foreman Comrade Pavliukov, for example, in a lecture to the students said the following: if every worker in their plant would save just two cuttings a month, in a year this would save 23,600 rubles. Decreasing the waste of cutters, the drill would save 50,000 rubles a year.

The sensitiveness and care of the industrial collective have great educational significance. Under its influence the student acquires and strengthens a beautiful "feeling of a single family," and belief in the great strength of friendship and mutual help.

P.I. Zaryankin, a veteran worker, gives a great deal of time to the education of students. He has worked in the Plant imeni Parkhomanko for over forty years. Somehow his friends have calculated that a complete change in the factory staff could be made from the students trained by him in that time. The old worker tells the young about his joyless childhood and from events in his life shows how difficult it once was, before the soviet period, for a child of a working family to lay out his road in life. The words of this craftsman, that only after the Great October did he learn the joy of creative works, enter deep into the soul of the young, helping them to grasp more fully the greatness of soviet reality.

Students speak the name of craftsman Ivanov, skilled, patient and good teacher, with respect and love. Here is what Valentyna Lytvynova, a student, says of him: "The master is

like a father to us. The first days in the shop were difficult for us; there was much which we did not know and understand. He encouraged us, taught us persistence in work, his care and effort supported us- we knew that next to us was working a person who would help us in a difficult moment." Many examples may be cited of how the considerate attitude of workers helps the graduate to follow the path of work surely and to find his place in life.

In the mechanical repair shop it became a tradition that students who came there for industrial practice met foreman Kozovlyev. He finds a warm, encouraging word for everyone, knows how to speak convincingly of the necessity of mastering the mass professions, on the basis of the shop shows students how many skills and abilities the industrial process demands of the worker.

"If it was once said that a worker had golden hands, this was considered the highest compliment for him, but now this is not enough. The soviet worker needs not only golden hands, but also a golden head," says the foreman to his charges.

Youth esteems the faith of the old- it awakens and develops good feelings, high strivings. In the Lugansk textile mill there occurred such an incident: eighth grade students of the 16 secondary school should have begun industrial practice there after completing the theoretical course. The question arose as to how they should be organized in order to achieve the best

educational results. There were two ideas: first, to maintain the order of individual teaching which exists throughout the year; second, to form a separate student shift in one of the shops, which would work under the guidance of a craftsman. The directors of the mill were at first afraid that during the student shift there would be much waste and that discipline would be lacking. But as a result of joint discussion with the school it was decided to take the risk- to form a student shift. It was led by an experienced craftsman, P.K. Honcharov. Independently, with rights of workers, the students participated in the industrial process, prepared their place of work themselves, accepted and passed on work tools. Feeling great responsibility because of the faith shown in them, the eighth graders were the example of organization and conscious discipline. Within twenty days they produced 2210 meters of cloth without a meter lost, while individual students produced from 110- 120% of work norms. The risk completely justified itself, both from the point of production results and, especially, educational results.

Working in industry, students see what a great role is played by party, komsomol, trade and other community organizations in the battle of completing industrial tasks. Communists show examples of highly productive creative work and lead the fight for progressive work methods, economy of materials, working discipline. They do not indifferently pass over shortcomings in the work of their friends, but are, as faithful

comrades, ready to be the first to come to their friends' aid. The business collective, its group communists and communal members- helps students understand and feel the work inter-relations of socialist industry, friendship and comradeship among workers.

Factory komsomol groups carry on many-sided work with students. They aid them in their labor education, join join them in taking part in the life of the collective. In friendly lectures the workers tell the students about work successes of komsomol members, share with them plans for the future, invite them to their meetings and social evenings, and themselves often spend time in the schools.

Students' participation in komsomol meetings strengthens their friendship with factory youth. Students have heard much that was of interest, for example, during meetings whose theme was "Members of the Komsomol do Not Throw their Works to the Wind!" Workers told of the devoted work of factory youth, about how it meets the responsibilities which it takes upon itself. The student learned that during the year the factory komsomol organization put into its treasury 300,000 rubles from saving of materials, collected 150 tons of scrap metal, planted 700 trees, 1000 bushes and circulated hundreds of books. Over 150 boys and girls mastered related professions. Meetings with the theme "Let us Talk Honestly about Work Honesty" had great educational significance for the students. This question was

raised in connection with the fact that there had been cases of violation of discipline among factory youth which had caused waste. Komsomol members openly and harshly criticized their friends for their lack of conscientiousness and indisciplined behavior, announcing that the collective will not stand for degrading of the honesty of the factory or of the soviet worker.

Taking part in these meetings, students become closely familiar with the life of the factory komsomol organization, seeing how it trains youth and helps industry meet its obligations. This gives the student a richer knowledge of life, directs his smoldering energy into activities useful to society.

One of the effective means of arousing student interest in mass professions, instilling in them an interest for work in industry, is meetings with leading workers, innovators. A meeting with Comrade Herenaga, craftsman of the locomotive forging shop, probably took place in this way. He told the students about his innovations, creative research and summoned them to conscientious study. "Successful work in our time is unthinkable without knowledge," he says.

The factory komsomol organization often has joint evenings with the students, at which representatives of the community are always present. They gladly turn to the young people with sincere words of advice. Therefore, the means available to the collective for educationally influencing students are extremely

varied- youth is taught by the very atmosphere of factory life, by examples of true, strong friendship, by joint work to carry out a plan, by meetings and lectures, evenings, komсомol meetings and others. But for all these forms of work with students to give the best possible results, their constant pedagogical direction is necessary.

The school should always keep in its scope of vision both the working activities of the students and their participation in the community life of the working collective, It should be kept in mind that students can also come under negative influences in industry- with experiences of the past in the consciousness of some workers, with poorly organized work in certain areas, and so on. Workers honestly and openly speak of these shortcomings with students, embellishing nothing, explaining along with this that these difficulties can be overcome by persistence to attaining the goal, honesty in work, constant improvement of one's workmanship. Hardening this optimism, faith in the endless possibilities of the socialist organization of production, should be continued in school- the school should secure the influence of work education on the student.

The pedagogical staff of the school should assist in the choosing of interesting types of work for students in industry. Class instructors whose students work in industry

should take an especially active part in the educational work of the industrial collective. Their responsibility is to maintain constant contact with the work shop's party and komsomol organization, to jointly plan and realize educational measures, prompting them by tested pedagogical methods and means of educational work. It is necessary to organize lessons and lectures on the role of Soviet trade unions, forms of managing the agriculture of our country, the work of the state farms, on protection of work, holidays, premiums for exceeding planned production, privileges for those who are working and studying, and so on, with participation of engineers, craftsmen and leading workers.

Many soviet enterprizes manufacture machines and various technical equipment for foreign countries. Letters and telegrams come from outside the country, particularly from the people's democracies, in which sincere thanks to the industrial collectives are expressed. Systematically acquainting the students with orders which industries fill for the people's democracies, including them in possible participation in the work on these orders, lectures on the role of the USSR in the building of communism in the people's democracies are excellent methods of the international education of students and for instilling in them a feeling of pride in their country, their fatherland.

Bulletin board news sheets come out in many factory shops. With teachers' help these news sheets, as well as factory pamphlets can increase students' interest in industrial education, more thoroughly clarifying educational work for them.

It would be useful to organize a periodical printing of news sheets on the topics "Life and the School," "Industry and the School," which would explain questions of professional education and the teaching of school students.

The Soviet school is training the growing generation which will live and work under communism. And it can fulfill this honorable mission on the condition that the closest possible contact be maintained with the working activities of the soviet nation, with the battle of the workers of our fatherland in the building of communism.

END