

**Anti-Ukrainian Language Policy in Higher Education of Ukraine:
60s-70s of the XX century**

**Anti-national language policy in higher education of Ukraine:
60-70 years of the XX century**

The given article studies the language policy in higher education of Ukraine during the 60-70 years of the XX century. The author analyses the influence of social and political factors on the educational sphere of Ukrainians, discovers the factors that hampered the development of Ukrainian language and accelerated the process of denationalization of Ukrainians in the outlined period. The reducing of the use of Ukrainian language was the most acutely felt in higher schools of Ukraine where the younger generation of Ukrainians was trained and brought up. The higher school in Ukraine was deprived of a national focus, the education was influenced by the ideology and the state monopoly. The teaching of the most special and general subjects in institutions of higher education was carried out in Russian language. The attempts of Ukrainians to develop traditional elements of national education were mainly challenged by the centralized state policy. The features of Ukrainian higher education that showed the richness of national language, culture, customs and traditions, encouraged the study of national history, popularized the national idea, the idea of the Ukrainian statehood, were leveled under the influence of the policy of russification, which significantly reduced the limits and possibilities of the use of national language in education, the publishing of Ukrainian-language educational and scientific literature.

Key words: higher education, language policy, denationalization, russification, ideology, Ukrainian language, Ukrainian nation

During the 60's-70's of the XX century the national language policy of the USSR violated the linguistic status of Ukraine, which in turn, was one of the decisive factors that hampered the development of Ukrainian language and accelerated the process of denationalization of contemporary political life in Ukraine. Questions about the role of the Ukrainian language in social processes of USSR was one of the main opposition in a democratic society and a totalitarian system. The reducing of the use of Ukrainian language was the most acutely felt in higher schools of Ukraine where the younger generation of Ukrainians was trained and brought up.

Independent Ukraine inherited a complex linguistic situation, which remains not completely resolved. In order to conduct the current language policy skilfully ,

history lessons must be taken into the account, to understand the historical experience of the past, as it is an important sign of spiritual and cultural formation of each nation, without it there is no national consciousness, there is no nation. The concern of the state of national tradition of education, spiritual education and the language of education, all these is of a particular importance and provides a basis for the full significance development of Ukrainians. Taking into consideration all these facts, the national language policy is of immediate interest in the system of higher education in Ukraine during the 60's-70's of the XX century.

The situation concerning the Ukrainian language, national education and culture in the second half of XX century presented in the writings of such authors as: O.Bazhan [4], D.Horbachuk and O. Zubaraev [7], T.Kucaeva [14], A.Rusnachenko [20], O.Sergiychuk [21], O.Tievikova [23] , etc. But unfortunately, the topic of study remains understudied in scientific literature. This gives us an opportunity to continue our work in the promising direction.

Primary focus of this article is on the study of higher education language policy in Ukraine during the 60's- 70's of the XX century, the analysis of soviet union governing methods on the landscape of linguistic planning, the influence of social and political factors on the educational sphere of Ukrainians, the discover of the factors that dilute the use of Ukrainian language and hampered its development, accelerated the process of denationalization of Ukrainians in the outlined period.

Totalitarianism and planning of official ideology resulted the limited progress in different spheres of life. Especially damaging to Ukrainian intellectuals were repressions in national linguistic policies, which were consciously directed by the government of Ukrainian Soviet Socialist Republic towards gradual decline in the use of Ukrainian language. The russification was reflected in the USSR Act “On strengthening the link of the school with life and further development of the system of education in the USSR”, adopted December 25, 1958 (the Act was approved in the USSR April 17, 1969) and a new national program adopted by XXII Communist Party Congress (October, 17-31, 1961). These documents proclaimed the idea of forming a new historical community – “Soviet people”, for which the common language should be Russian.[10, p.11]. The main peculiarity of Soviet legislation

was that it gave reasons to justify the russification of Ukrainian education as a way of its “development”, although in those days this term was replaced by the appropriate one – “merger of nations and languages”. [15, p.68]. Vladimir Svistun, the representative of Ukrainian diaspora, public and political figure of that time, on this occasion said: “There is no Ukrainian Nation in Ukraine...It is all done in Russian. Ukrainian culture is being destroyed by Moscow , while improving their own” [2, p. 74].

Ukrainian language of higher education was under significant harassment. The concern about the higher education has become a part of such political figures as P. Shelest and V. Shcherbytskiy (the first secretaries of Central Committee of Ukrainian Communist Party during 1963-1972, and 1972-1989). P. Shelest was concerned about the development of the social sphere of Ukraine and he couldn't find no moral justification or practical ground for russification, it resulted his elimination from the post. [11, p.410-411] . It was on his initiative and with his support that the Minister of Higher and Secondary Special Education of the USSR Y. Dadenkov at 1965 started to prepare the reform of education, where the emphasis was on expanding the scope of use of the Ukrainian language, especially in institutes and universities. But after the Kremel eliminated Shelest from the post in 1972, all these reforms were shut down. His successor, Vladimir Shcherbytsky held Anti-Ukrainian position and was not opposed to the centralized control of the ideological situation and russification. Everything that contained Ukrainian was intentionally targeted and destroyed, prompted the study of national history, caused the development of national pride and dignity, nurtured love for Ukrainian language, traditions, rituals and culture, produced a national idea, the idea of national statehood and the right for a Ukrainian self-determination.

The ability to be a student depended on ideological factors. The relevant authorities conducted interviews with applicants, scrutinized personal files seeking information about their whereabouts and their relatives during the occupation, the relationship with Germans and with The Ukrainian nationalist or activists of OUN-UPA, the presence of any family members who were victims of repression and so on (the same check was held among the teachers) [23, p.158]. The content of study in

higher education subordinated to the plan of socialist construction and ideological education, the main principal laid in the formation of the materialistic worldview and sense of commitment to the Communist Party, the disclosure of “Ukrainian bourgeois nationalism”.

There was an intense process of russification in Ukrainian higher education; Ukrainian language was limited in the teaching and learning activities. Since 1954 the knowledge of the Ukrainian language was no longer a requirement for entering to the universities of the USSR, and it created some difficulties for those who came from villages because of taking the exam with “ large Ukrainian accent”[23, p. 143]. Ministry of Higher and Secondary Special Education of the USSR included Russian language and literature to the compulsory subject for entrance examinations, and knowledge of Ukrainian language and literature was demanded from those who entered Ukrainian schools, “ where teaching was help in the national language of Republic” [21, p.5]. In all universities the applicants of Ukrainian nationalities, who finished secondary school without studying Ukrainian language, those were exempted from passing the exam in Ukrainian.

Famous Ukrainian linguist, long time prisoner of concentration camps, dissident S. Karavanskyj speaking about the influence of russification on the selection of Ukrainians into institutions of higher education said: "People of Ukrainian Nationality, whose native language is Ukrainian, did not use the same rules as those whose native language is Russian, when it came to being accepted into those institutions". Russian language and literature – was the set piece while entering universities, so graduates of Russian school passed the exams successfully and received higher scores than graduates of Ukrainian schools. Besides the entrance exams from special subjects were held in Russian, so it was not easy to pass them for graduates of Ukrainian schools. Therefore, they received lower grades on the competitive examinations [13, p.284].

According to the statistic, in 1960 only 48,36 % of specialists with higher education diploma in USSR were Ukrainians, out of 18 132 teachers less than 50% were Ukrainians[12, p.133], out of 46754 research workers of Ukrainian SSR only 22253 were Ukrainians[5, p.215] . In this period the number of PhD students all

around the Soviet Union was 36754 only 4081 (11 %) were Ukrainians, which was much lower than the proportion of Ukrainians in Soviet Union(17,8%).

Admission tests for universities should have been in Russian and that is why the more Ukrainians had faulted the exams in SSR. For example in the Odessa Polytechnic Institute the amount of Ukrainians in 1965 was only 43% [14, p. 36]. Ukrainian universities in the Soviet Union of those years were counted only 14.47% [12, p. 110].

In addition, as to the dissolution of Ukrainian in higher education system in the Union were many foreign students who at the end of the pre-study course of Russian (not Ukrainian) entered the universities of USSR [22, p. 160]. The Department of Literary theory and Literature Department in the USSR and the Russian language for foreigners were separate [14, p. 36]. In such a way, the Ukrainian high schools in the Soviet Union were limited. Rights for students who study "international" language in the universities were not equal.

National education in Ukrainian institutions of science with its fact of teaching mostly in Russian, influenced Ukrainians negatively for sure, but nevertheless Ukrainian were more than 60% of all students [16, p. 320]. In some schools the USSR only 5% of the lectures were Ukrainian [20, p. 52]. In Kyiv teaching schools 70% of lectures were in Russian [17, p. 458]. Studies in universities of Dnepropetrovsk, Odesa and Kharkiv were mostly in Russian, except of some subjects in department of Ukrainian language and literature. Medical, polytechnic, industrial, commercial, agricultural and economic universities of Ukraine were fully russified, except of some universities in western region [12, p. 123]. As a result, the language situation in the USSR was in difficult position.

The history of Ukraine and books about the history of Ukraine were not considered to be a discipline for higher education which could explain anything that actually happened in Ukraine, except of some dates in routine of parties and congress. Every year in the USSR thousands of graduates had received diplomas on "History", without tiny understanding what was the history in general. History of the USSR was a mixture of somebodies reproduction of what had happened and illusion of reality which really had happen [18]. The famous Ukrainian scientist, historian and writer J.

Hrycak said that during the years of 1972-1979 "the breaking of Ukrainian history was made and even thousands of scientific periodic collections, monographs could not save the truth. The history of Ukraine was definitely changed. Ukrainians were actually taken of its own history "[8, p. 288]. Prominent figures of Ukrainian history of the twentieth century, such as M. Mikhnovskyy, Bandera, J. Stetsko had been interested in huge problems such as the UPA, the Holodomor of 1932-1933 (which do exists as a taboo) which were equal to the anti-Soviet propaganda [3, pp. 10].

In order to prohibit the books publishing the policy of the Soviet authorities forced to reduce the number of Ukrainian textbooks, literature and various periodic. The use of Ukrainian in print and media were assessed negatively, as though they could lead to separation of the Ukrainian from Russian [19, p. 187]. Many publishers have shifted to Russian. [7, p. 178]. The usage of Ukrainian in printed publications was less than half. For example, in 1960 in Ukraine only 3844 from 7889 pieces and pamphlets were written in native language (in a contrary of 2998 pieces from 7251, which was in 5 years only). In 1965 the situation had been worsened. [23, p. 286]. Bookshops and libraries consisted mainly of Russian printed literature.

The situation was related either to Ukrainian scientific literature. In 1962 in the USSR 950 scientific papers had been published, among which 87% were in Russian [24, p. 190]. Ukrainian writer, translator and researcher – Boris Antonenko-Davidovich – being addressed to the Republican Conference of Ukrainian culture (11-15 February 1963 at the Kiev State University) said: "Nowadays nothing which can be considered to technical literature is produced in our own language" [4, p. 155].

The same situation was with textbooks. According to statistic of year 1963 among all released book 121 were in Russian and only 32 in Ukrainian (including textbooks for Russian universities - 11, for Ukrainian - 1); for State Publishing House of Literature 122 books in Russian and 11 in Ukrainian; for medical printing materials – 188 and 54 respectively. [9, p. 143].

In the late 60's of XX century there were no Ukrainian textbooks for higher educational institutions of the at all [14, p. 38], as the issue of scientific and educational literature were entitled to only a few leading universities who were under strict state control. They had to have long-term plans for strict number of printed

pages per year and receive the agreement of Verkhovna Rada of the Ukrainian SSR. For example, in a Ukrainian Journal of Lviv State University named after Ivan Franko during 1967-1968 years only 550 copies in Ukrainian had been reproduced, in contrast the same edition in the Moscow University (in Russia) had approximately 2.5 thousands of copies in their own language [1, pp. 23]. Removing publishing functions in high school significantly inhibited both qualitative and quantitative level.

In the late 70's of XX century Ukraine have spread his language in 27 journals which were devoted to the issues of education and only 3 of them were published in Ukrainian [7, p. 179]. A number of Ukrainian scientific publications, which were limited to minimum, were not included to the list of literature in national and regional libraries of the USSR. Thus, the Ukrainian reader was unable to get acquainted with Ukrainian printed word.

Higher educational institutions of Ukraine had a policy advocacy, history of the CPSU and communist education of workers. Among the educational and scientific literature published in Ukraine the largest place was under the history of the CPSU and the USSR. It was a strict requirement to use a huge amount of materials from plenums and congresses of the CPSU and the works of Marxism-Leninism authors. It was considered that all disciplines should be based on this heritage for any field of knowledge.

Because of obligatory usage Marxist-Leninist Communist Party author's works, it was impossible to refer to scientific works of Hrushevsky, N. Polonskaya-Vasilenko, Drahomanov, M. Kostomarov, Kulish [6, p. 47]. Ukrainian language had no permission to exist in any sense, and many its supporters were dismissed. Ideological education in high schools of the USSR, which was conducted with Communist ideology, had purely negative impact on both students and teachers.

To sum up it should be taken in consideration that during the 60's - 70's of XX century Ukraine carried out anti-national language policy, which main objective was to deliberate destruction of the Ukrainian language. A process of Russification in higher education in Ukraine has been intensively deprive the humanization, national orientation, lack of ideology influence and the state monopoly in education. Teaching

of almost all subjects in higher education in the USSR was increasingly passed into Russian. Tiny attempts to develop Ukrainian traditional elements of national education were under the pressure of state policy. Opportunities to develop and gain some experience through Ukrainian scientists were taken into consideration if it was a value for the entire Soviet Union, but not for special needs of the country. Those features of Ukrainian higher education which showed the richness of the national language, culture and traditions were immediately influenced by policy of Russification, which significantly minimized the possibility of the national language in education, publishing Ukrainian-language educational and scientific literature.

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Надія Кіндрачук

Антинаціональна мовна політика у вищій школі України:

60-ті – 70-ті рр. ХХ ст.

В даній статті досліджується мовна політика у вищій школі України на протязі 60-х – 70-х рр. ХХ ст., аналізується вплив суспільно-політичних факторів на освітню сферу українського народу, виявляються чинники, що звужували застосування української мови та гальмували її розвиток, прискорювали процес денационалізації українців в окреслений період.

Ключові слова: вища школа, мовна політика, денационалізація, русифікація, ідеологія, українська мова, українська нація.

Надежда Киндрачук

Антинациональная языковая политика в высшей школе Украины:

60-е - 70-е гг. ХХ в.

В данной статье исследуется языковая политика в высшей школе Украины на протяжении 60-х – 70-х гг. ХХ в., анализируется влияние общественно-политических факторов на образовательную сферу украинского народа, выявляются причины, которые тормозили развитие украинского языка и ускоряли процесс денационализации украинцев в означенный период. Особенно остро ощущалось сужение использования украинского языка в высших учебных заведениях Украины, где обучалось и воспитывалось молодое поколение. Высшая школа в

Украине была лишена национальной направленности, отсутствия влияния идеологии и монополии государства на образование. Преподавание большинства специальных и общеобразовательных дисциплин в высших учебных заведениях все активнее переходило на русский язык. Попытки украинцев развивать традиционные элементы национального образования, в основном отрицались государственной централизованной политикой. Те черты украинского высшего образования, которые проявляли богатство национального языка, культуры, обычаев и традиций, побуждали к изучению собственной национальной истории, пропагандировали национальную идею, идею украинской государственности нивелировались под влиянием политики русификации, которая значительно сужала границы и возможности применения государственного языка в обучении, издательстве украиноязычной учебной и научной литературы.

Ключевые слова: высшая школа, языковая политика, денационализация, русификация, идеология, украинский язык, украинская нация.