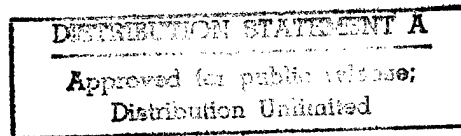


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LABOR

SOCIO-OCCUPATIONAL STRUCTURE OF SOVIET SOCIETY EXAMINED

Moscow RABOCHIY KLAS I SOVREMENNYI MIR in Russian No 2, Mar-Apr 83 pp 61-73

[Article by L. A. Gordon and A. K. Nazimova: "The Socio-Occupational Structure of Today's Soviet Society: Categorization and Statistics"; passages rendered in all capital letters are printed in boldface in source]

[Text] THE SOCIO-OCCUPATIONAL STRUCTURE AND ITS STUDY WITH THE AID OF STATE STATISTICS. The development of the occupational structure is presently one of the central features of the economic and social progress of the Soviet society and an organic part of the particular type of reorganization of all societal relations that is characteristic of the stage of mature socialism. Changes in the occupational structure are inseparable from the most important economic processes of our day--the transfer of the socialist economy to the course of intensive growth and the coordination of economics with the achievements of the technological revolution. These are precisely the processes that constitute the objective basis of the party's line of "heightening the impact of production and intensifying it."¹ In terms of their historical scales and consequences, they are comparable to such major changes as industrialization. At the same time, the progress of society's occupational composition is connected with fundamental changes in the social structure of our country, the qualitative nature of which is discussed in Yu. V. Andropov's speech "The 60 Years of the USSR."² The conclusion drawn at the 26th party congress--that the establishment of a classless societal structure will take place mainly and primarily within the historical framework of the stage of mature socialism--clearly indicates that a certain shift in the "center of gravity" is inevitable in the social structure and in social policy. As class differences are eradicated, other divisions, transcending class boundaries, will become this center. In particular, the relative role of many occupational divisions is being augmented considerably and the significance of the society's occupational structure is increasing accordingly.

Under these conditions, there is a natural need to study the social aspects of the development of the occupational structure. In our examination of the social aspects of the occupational structure or socio-occupational structure, we will be referring not to the entire group of occupational categories and their interrelations, but only to part of this group; specifically, we will be examining the group of occupational categories which indicate the organizational and technical peculiarities of productive activity and important features of the

individual worker's social image and distinctive features of working conditions, the nature of work, family life, culture, social psychology and the way of life.

This interpretation presupposes, of course, that the socio-occupational structure consists of fairly broad and necessarily indistinct categories. Specific occupations are not likely to affect the individual's social image: It would be wiser to seek distinctive features by comparing, for example, industrial occupations to agricultural ones or the simplest manual labor to complex mechanized labor, and not by comparing lathe operators to milling machine operators, combine drivers to tractor drivers or therapists to surgeons.

Soviet social scientists have always displayed considerable interest in the socio-occupational structure.³ Until recently, however, the majority of works in this field dealt with the socio-occupational structure at specific enterprises or in specific branches or territories and represented, so to speak, a one-time examination. The changes that took place over a period of time were analyzed in only a few sociological works, and even in these cases the compared data displayed little chronological variance (for example, the data of successive censuses).

It appears, however, that it is now possible to combine a one-time analysis with a disclosure and interpretation of long-range tendencies reflecting the most apparent processes in the socio-occupational development of the society as a whole. Accumulated state statistics, particularly the data of the four all-union censuses of 1939, 1959, 1970 and 1979, and several special occupational surveys are of primary significance in this connection. Published materials contain lists of occupations and indicate the number of people working in these fields at the time of the survey, thereby establishing a statistical basis for an analysis of the changes in the Soviet society's occupational composition from the 1940's through the 1970's.

The final goals of this study derive from this: Firstly, to determine the composition of the large occupational categories with common social features--that is, the elements of the socio-occupational structure in the abovementioned sense--and, secondly, to analyze changes in the sizes of these categories and their relationship to one another over the last two or three decades, and in some cases over the last four--that is, the tendencies and approximate quantitative indicators of the development of the Soviet society's socio-occupational structure during the establishment and evolution of mature socialism. Since the initial condition for the attainment of these goals is the valid definition of the grounds on which many specific occupations can be combined in a relatively small number of large socio-occupational categories, the immediate objectives of this study are inseparable from an analysis of state occupation statistics with a view to their socio-occupational classification. The resolution of categorization and classification problems will constitute most of the study.

SOCIO-OCCUPATIONAL CATEGORIES DIFFERING IN TERMS OF THE NATURE AND COMPLEXITY OF LABOR. When we attempt to categorize occupations with the aid of state statistics, we should immediately take note of the fact that a single basis

cannot be used for any kind of complete system of classification or, in any case, a system suitable for applied sociological analysis. At the same time, an excessive number of grounds will preclude the kind of general statements that make this kind of categorization meaningful. Therefore, the task consists in finding two or three grounds for distinguishing between a few occupational categories in which the peculiarities of the worker's social image, engendered by his unique occupational status, are revealed fully enough and, at the same time, on a sufficiently general basis.

It must be said that some of the major grounds of socio-occupational classification have been analyzed in detail in Soviet social science and therefore seem quite obvious. They include, above all, the distribution of occupations according to the complexity of labor. The differing degrees of complexity in labor processes are among the main reasons for the existence of occupational groups and categories distinguished by the nature of work, its content and the ratio of routine functions to creative ones. On the other hand, this is also related to the social impact of labor and wages, and consequently to the welfare of workers. Finally, differing degrees of complexity presuppose differences in the occupational and educational background of workers, and this affects their entire way of life.

A distinctive feature of our system of classification is our consideration of the complexity of labor and the level of occupational training determined by the objective technical and technological requirements of the field of production in which the particular occupation is most prevalent. It is clear, however, that the actual occupational training of the worker, his level of skills and even the actual complexity of his work might be related to technical requirements but do not always coincide with them.

Obviously, when we analyze the socio-occupational structure on, so to speak, the general societal level, it is best to work with just a few categories of objective occupational complexity.

In a certain sense, some idea of the scales of this type of category can be derived from the difference between occupations connected primarily with physical or mental labor. We must remember, however, that this kind of simple dichotomy is only an extremely rough division, and in some cases a purely hypothetical one, in the developed socialist society. In reality, a line can rarely be drawn between the two. It is more accurate to view this division as part of the more general division of labor in terms of the degree of complexity. When this approach is taken, the occupations traditionally categorized as physical labor will naturally include the simplest type of jobs which can be performed without any kind of occupational training (agricultural non-specialists, day-laborers, etc.), and the category of complex occupations, for which the necessary training is generally obtained in vocational and technical academic institutions (workers in the main industries, construction, transportation and trade, machine operators, etc.). At present, the latter category is acquiring more groups distinguished by highly complex occupations, requiring special training in a tekhnikum, technical institute, etc. (equipment installers and adjusters, instrument-makers, repairmen of various types and computer operators).

Occupations in which most of the labor is mental are occupations with more complex labor than the categories listed above. In the final analysis, it is precisely their greater complexity that gave them their special social nature in the past and is still largely responsible for this today. At the same time, it is obvious that occupations involving mental labor, in which a large portion of the present Soviet population now works (more than one-fourth), are far from identical in terms of their degrees of complexity, the duration of the training period and the social images of workers in these fields. When we study the socio-occupational structure of the society as a whole, they should be divided into at least two categories in terms of complexity--highly skilled mental labor requiring a specialized higher or secondary education (engineers, technicians, teachers, physicians and scientists) and other occupations involving relatively simple mental labor or, more precisely, non-physical labor (draftsmen and accounting clerks).

In essence, this reflects the integration processes connected with the reorganization of occupational skill categories which lead to the establishment of a classless social structure in the socialist society. During the course of these processes, the division of workers into mental and physical laborers becomes less and less uniform and rigid. It gradually loses its dichotomous precision and turns into a system of less rigid divisions connected primarily with the complexity of labor. This leads to the enlargement of intermediate groups in which labor is of a transitional nature, neither clearly mental or physical. Purely physical labor is now characteristic of only the most simple and least skilled occupations. The prevalence of physical effort in the labor of workers in the more complex occupations that are generally viewed as physical labor is disappearing, and the labor in these occupations is mainly of a mental-physical nature. The automation and comprehensive mechanization of production are accelerating this process. In terms of complexity and productive necessity, this labor is equal to many types of simple mental labor and can even surpass them. Both of these categories--complex physical or mental-physical labor and the non-physical types of labor requiring the least skill--are acquiring common socio-occupational features (incidentally, this process is clearly reflected in statistics: Each census in the last quarter of a century has combined more and more new non-physical service occupations--that is, the least skilled types of mental labor--with the "classic" skilled physical occupations).

Workers in fields involving highly skilled mental labor still differ considerably from all other workers in terms of the nature of their labor and in terms of many other aspects of social status. These differences are reflected primarily in the higher percentage of complex mental labor, the lower percentage of routine operations, the presence of creative elements, the level of culture, the ensuing features of the way of life, etc. The social image of workers engaged in complex labor is also affected by the fact that many of them are organizers of production and public life on various levels of management. Since managerial activity is connected with decision making and responsibility for the implementation of decisions, it can be regarded as particularly complex labor: In this sense, managerial occupations fall into several occupational categories distinguished by their degree of objective complexity.

On the whole, these categories provide a more or less clear reflection of the socially significant occupational divisions based on differences in the complexity of work. Consequently, if most of the specific occupations listed in state statistics are distributed among these categories, it is not difficult to calculate the quantitative indicators of the development of this facet of the socio-occupational structure. In fact, if the nature of labor, standard occupational training requirements and expert appraisals are taken into account, these indicators can be calculated for the occupations in which 90 percent of the working population was employed from the 1940's through the 1970's⁴ (see Table 1).

Table 1

Distribution of Employed Population Among Occupational Categories
Distinguished by the Nature and Complexity of Labor (%)

<u>Occupational Categories</u>	<u>End of 30's</u>	<u>End of 50's</u>	<u>End of 60's</u>	<u>End of 70's</u>
1. Persons engaged in simple, primarily physical labor, not requiring pre-employment occupational training	64	52	35	29
2. Workers engaged in complex physical and mental-physical labor, requiring pre-employment training	19	29	38	41
Including: workers engaged in highly complex physical and mental-physical labor, requiring specialized pre-employment training (in a tekhnikum or technical institute in addition to secondary education)*	negligible	(1-2)	(3-4)	(6-7)
3. Workers engaged in relatively simply, primarily mental (non-physical) labor, requiring a certain level of general education prior to employment	8	4	4	5
4. Workers engaged in complex mental labor, requiring specialized higher or secondary education prior to employment	9	15	23	25
Including: Workers engaged in organizational types of labor (supervision of groups)	2	4	5	5
Total employed population	100	100	100	100

* Estimate.

Although the resulting picture of changes in the correlation of occupational categories differing in terms of the nature of labor and occupational training illustrates only one aspect of socio-occupational development, it provides ample food for thought. It is obvious that cardinal changes have taken place in the occupational structure in the last few decades. Just a quarter of a century ago, more than half of the employed population in our country was concentrated in occupations involving relatively simple physical labor with no modern occupational training. Today around two-thirds are working in complex skilled occupations of the modern type. These occupations have been mastered by the majority of the working class and much of the peasantry. Workers with a higher or specialized secondary education now represent the largest stratum of the laboring public, far exceeding the size of the peasantry; they now constitute most of the intelligentsia. The development of an absolutely new socio-occupational category--specialists whose objective status promises to turn them into one of the leading segments of the working class and a group combining the best sociopsychological features of workers and intellectuals--has taken on impressive dimensions. Data on the distribution of the employed population according to the complexity of labor testify that the socio-occupational potential of the Soviet people has now reached a fundamentally new level.

At the same time--and this is equally important from the standpoint of the possibilities revealed by a general analysis of state statistics--data on the increasing percentage of complex jobs in the occupational structure indicate significant conflicts connected with the socio-occupational development of the Soviet society. In particular, when indicators of the increasing complexity of social labor are compared to information about the rising educational level of the Soviet people, they tell us something about the nature of some of today's urgent socioeconomic problems. This kind of comparison proves that the rise in the general level of education far surpassed the development of the occupational structure from the 1940's through the 1970's, particularly during the last of these decades, when the change in the composition of the employed population slowed down for several reasons.

This difference in rates of development created a kind of disparity between the distribution of occupations according to complexity and the occupational aims of workers. It is known that occupations involving relatively simple physical labor, where the prevailing type of work is manual and does not require much skill, answer the general needs of semi-educated workers (particularly when these workers constitute the majority or a large part of the population). For well-educated people, however, the same jobs have little appeal. These people want to work in more complex and meaningful jobs and want to acquire the modern skills obtained through specialized training. This training, in turn, presupposes a good education. Furthermore, when well-educated people constitute the majority, their occupational aims acquire the nature of a social standard and affect the occupational self-esteem of all workers, including people with a low level of education.

This is precisely why the unappealing nature of the simplest semiskilled labor was not a pressing problem in our country 20 or 25 years ago, although semi-skilled occupations then accounted for a much higher percentage of the working

public than they do now. At that time, they accounted for more than half of all jobs. But the percentage of people with only an elementary education or less was even higher at that time--57 percent, according to the 1959 census.⁵ As a result, the number of workers who could easily be satisfied with semi-skilled forms of labor exceeded the number of jobs of this type.

In the 1960's the number of semi-educated workers fell to almost half its previous level--to 35 percent in 1970--as a result of the rapid rise of the public educational level.⁶ The number of persons employed in the simplest types of primarily manual labor also dropped to 35 percent during the same period. Of course, it was only a coincidence that the two figures were the same (our entire system of classification can serve as a basis only for rough estimates), but the fact that the number of semiskilled jobs was approximately the same as the number of semi-educated people at that time is indisputable. It is true that the establishment of a well-educated majority in the country (in 1970 people with at least a partial secondary education represented 65 percent of the employed population) naturally affected the occupational aims of many semi-educated workers. The unappealing nature of the simplest forms of semiskilled labor therefore became something of a problem, although it was more likely to be encountered in scientific forecasts than in daily production.⁷

The proportion accounted for by the simplest semiskilled occupations continued to decrease in the 1970's, but it was a slower process than before. In particular, employment in the simplest forms of labor fell only 6 percentage points throughout the 1970's--from 35 to 29 percent. The growth of public education continued at the previous rate, however, and the proportion accounted for by people with an elementary education or less fell to 19 percent in 1979.⁸ This difference in rates gave rise to an unprecedented situation. For the first time there were many more semiskilled jobs in the society than workers of the cultural type who had once been eager to fill these jobs. Now an increasing percentage of these jobs had to be filled by young people with 10 or 11 years of education. This work is often a source of social discomfort for them and of economic and social tension for society. It is not surprising that the documents of the 26th congress describe semiskilled manual labor as a massive obstacle "keeping labor from becoming the individual's primary vital need" and as one of the reasons why the occupational training of some young workers is combined with "a less than responsible attitude toward work."⁹

The unappealing nature of semiskilled manual labor does not become a social problem when this is the prevailing form of labor, but precisely when (and if) the gradual reduction of this labor does not keep up with the rise in the educational level. This is the present situation and the problem is therefore quite apparent at the present time. The need to quickly reduce the number of unappealing and semiskilled occupations is made more urgent by the increasingly acute shortage of labor resources and the need for their more efficient use during the transition to intensive forms of economic growth.

The discrepancy between the rates of rise in the public educational level and increase in the percentage of complex occupations in the employment structure also has broader implications. The first of these processes is organically

connected with the rise of public demand and the second is connected with the development of the social productive force of labor--that is, the decisive means of satisfying demand. The discrepancy between them means that although the drop in the percentage of people engaged in the simplest forms of labor over the last 20 years to almost half its previous level reflects truly historic advances, the occupational structure still does not meet the needs of mature socialism because from one-fourth to one-third of all workers are still performing the simplest types of labor.

It is understandable that the party regards the further reduction of manual, semiskilled and heavy physical labor and the augmentation of the content of labor as one of the goals of its socioeconomic strategy for the 1980's.¹⁰

THE DEVELOPMENT OF THE SOCIO-OCCUPATIONAL STRUCTURE AS A RESULT OF CHANGES IN TECHNOLOGICAL TYPES OF PRODUCTION. The division according to the nature and complexity of labor is a necessary condition, but certainly not the only one, for an analysis of categories to find the main developmental trends in an almost boundless variety of statistics and list of jobs. This kind of classification must be conducted on the basis of at least one other indicator--the particular type of technological production with which occupations are connected and, consequently, the particular type of occupational structure to which they belong. Since technological progress is of a sequential nature over the long range, it is connected with changes in the type of production, its material and technical base and technological relations, leading to the disappearance of many old occupations and the gradual appearance of new ones. Even in the remaining occupations, the nature, content and conditions of labor change. Consequently, if the development of the occupational structure is viewed as a historical process, it is not a matter of changes in the ratio of simple to complex labor within a specific group of occupations, but a gradual change in the very group, leading ultimately to a change in the type of occupational structure. The particular type of production to which an occupation belongs affects the social image of the worker as much as the complexity of his labor. In this sense, it represents a special element of the socio-occupational structure.

To understand this facet of the socio-occupational structure, it is best to review the Marxist-Leninist theory of the development of technological production methods and technical orders. As we know, each sociohistorical structure corresponds to a specific type of production. In the real historical framework, however, particularly during ages of transition from one sociohistorical structure to another, types of production that are equivalent from the technical and technological standpoint can exist in societies with differing social orders. In the same way, the development of productive forces presupposes that transitions will be made to qualitatively new technical equipment and technology within the same structure, with all of the ensuing changes in technological relations. These levels of production organization, stemming from technical progress, are defined as technological production methods, technical orders or types of production.¹¹

In the progress of the social structure of society they play a relatively minor role in comparison to social production methods and socioeconomic orders. In

themselves, however, the divisions stemming from types of production represent an important element of the socio-occupational structure: Whereas the social method of production predetermines the main classes and social groups characteristic of a society, technological methods of production, which develop within the framework of a specific socioeconomic production method, give rise to socially significant occupational differences. Obviously, these differ depending on the nature of the class relations on whose basis and within whose framework the technological type of production functions.

A classic example of the change of technological production methods within a single societal order and an example of the dependence of the social image of workers on technological types of production can be seen in the stages of capitalism's development in industry--capitalist cooperation, small-scale manufacture and factory production (large-scale mechanized production). Works by Soviet researchers indicate that the factory type of technical order in its original form will become a technological production method, with the assembly line organization of social labor playing the leading role, in the most highly developed countries in the future. The development of the contemporary technological revolution has been accompanied by the gradual replacement of the assembly line method of industrial production with the technological type of production based on the transformation of science into a direct productive force and the automation of many technological processes.¹²

Table 2

Distribution of Workers Engaged in Industrial Types of Labor Among Occupational Categories Differing in Terms of Levels of Mechanization (%)

<u>Occupational Categories</u>	<u>End of 50's</u>	<u>End of 60's</u>	<u>End of 70's</u>
1. Workers engaged primarily in manual labor not connected with assembly line work or the adjustment and repair of equipment (primarily pre-mechanized and non-mechanized labor, representing a technological supplement to industrial production)	52	38	35
2. Workers engaged in mechanized and assembly line labor (assembly-line type of industrial labor)	38	49	52
3. Workers engaged in automated labor and the adjustment and repair of equipment (primarily the scientific-industrial type of labor)	10	13	13
All workers engaged in industrial labor occupations	100	100	100

In precisely the same way the technological stages of the development of productive forces in the socialist society can be depicted as a gradual transition from some technological types of production to others. Obviously, this kind of progression is inseparable from the Soviet society's overall social development and, consequently, all further conclusions without any specific stipulations will apply precisely and only to processes occurring in the socialist society.

When we employ our ideas about the technical order in relation to the development of the socio-occupational structure of the contemporary Soviet society, it is important to bear the following facts in mind. Socialist construction in the USSR began when the country already had large-scale mechanized industry and when its transformation into the prevailing type of production had already begun. From this standpoint, the differences between pre-mechanized technical orders are not of any great importance in an understanding of the socio-occupational changes of recent decades. During the same period rapid socialist industrialization caused the factory and assembly-line types of production organization to merge so closely that they formed an essentially indivisible technical order. It is clear, however, that the contemporary occupational structure in the USSR cannot be analyzed without consideration for the fact that the scientific-industrial type of production, closely connected with the technological revolution, was taking on distinct outlines in many spheres of the national economy.

As a result, it appears that the occupational structure of the Soviet society can be analyzed with a system of classification based on the differences between occupations and jobs corresponding to three technical and technological types of production: 1) pre-mechanized, pre-industrial and early-industrial; 2) developed industrial or assembly-line industrial; and 3) scientific-industrial. Each of these types gives its characteristic occupations certain common features that affect many aspects of labor conditions and the everyday life of workers. Consequently, this system of occupational classification is a valid key to factors and tendencies toward change in the socio-occupational structure.¹³

Of course, the correlation of occupations with types of production is not as specific as the classification of occupations according to the complexity of labor, particularly in the secondary analysis of general statistics. In addition to the fact that this problem has not been researched sufficiently, the matter is affected by some of the objective features of the development of the occupational structure under the influence of changes in technological methods of production. The fact is that this kind of change takes the form of the complete replacement of some types by others only over extremely long periods of time. At any given moment, elements of various technological types of production coexist in the national economy, intermingling and interacting with one another. Their coexistence has been particularly apparent in the development of the Soviet economy. The consequences of technical progress were most evident in key branches of the national economy during periods of the intensive construction of socialism when all forces had to be concentrated on primary objectives.¹⁴ This gave rise to a kind of uneven progress in which the widespread use of the latest technical achievements and technological processes in

some branches was combined with the retention of early-industrial, pre-industrial and pre-mechanized technological types of production in others. The occupational structure that took shape under these conditions and is still present to some degree represents a complex conglomerate of occupations characteristic of various stages of technical progress.

The occupations making up this conglomerate can only be categorized strictly according to various technological stages of production as a result of special studies by researchers who have access to materials containing detailed descriptions of each job rather than just of each occupation. This is a fairly unrealistic approach to analyses on the societal level. The broad statistics which constitute the basis of this kind of analysis necessarily reflect the conditions and content of labor in specific occupations in quite general terms. Furthermore, an occupational category can often take in jobs belonging to the most diverse but coexisting technical orders (for example, the workers of automated bakery combines and of small bakeries where all labor is manual are both called bakers). It is even more difficult to draw a precise line between technological methods of production and occupations with an indirect relation to equipment and technology. In the final analysis, the transition from one technological method to another affects all elements of the socio-occupational structure. Sooner or later the content and nature of labor change in the occupations affected directly by technical progress and in fields that are far removed from physical production--for example, administration, culture and public health. Changes in the social image of these occupational groups, however, are gradual and not immediate, and this makes the precise classification of these occupations according to technological methods of production virtually impossible.

As we can see, given the present status of our knowledge, it is best to give up the attempt to categorize occupations directly according to technological methods of production and to use indirect, approximate methods instead. The use of specific, secondary and indirect features characteristic of occupations connected with a particular technical order is of decisive significance. We can hope that indirect criteria will allow us to distinguish between occupational groups which might not correspond precisely to types of production but will correspond closely enough, reflecting some of the elements of this facet of the socio-occupational structure and thereby providing a basis for approximate judgments about processes taking place in this field.

SOCIO-OCCUPATIONAL GROUPS DIFFERING IN TERMS OF THE LEVEL OF MECHANIZATION.

The level of mechanization characteristic of a specific occupation is primary among the indirect indicators reflecting the connection between various occupations and types of production. Actually, it is difficult to even regard this indicator as an indirect one: After all, under present conditions it is precisely the mechanization and automation of production that represent the most important factor in the transition from one technological method of production to another. It would be more appropriate to say that this indicator is incomplete or specific, as it is far from applicable to all occupations. The level of mechanization is only meaningful as a criterion of the relative development of occupations in those fields where the content of labor is directly and sufficiently dependent on the technical state of the tools of labor used by

workers; it is a suitable criterion only in this kind of classification of occupations. In particular, there is every reason to believe that classification according to levels of mechanization can indicate the distribution of physical and mental-physical jobs among types of production, in which the workers are engaged directly in the processing and refinement of raw materials and finished goods, the construction of buildings and installations, their repair, the transport of freight, etc.

Of course, the classification of these occupations, taking in only one segment of the occupational structure--the group of labor occupations of a broadly interpreted industrial nature--provides an incomplete or specific view of the correlation of socio-occupational groups connected with various technical orders. But the industrial labor occupations take in an extremely large and growing part of the employed population--slightly less than half. Furthermore, it is growing in industrial branches (industry, construction and transportation) and in virtually all other spheres of the national economy. In essence, these occupations encompass the industrial nucleus of the working class, which will evolve into the social and production nucleus of the Soviet population as the classless structure comes into being.¹⁵ The leading socioeconomic and socio-occupational processes characteristic of mature socialism develop most quickly and most clearly in this field.

The relative precision with which industrial occupations can be correlated with types of production on the basis of their level of mechanization stems from the fact that the majority of occupations involving automated labor can be equated quite reliably with the highest existing types of production--scientific-industrial--and the majority of mechanized occupations can be equated with the most widespread type of production, the assembly-line type of industrial production.

It is true that the connection between all other non-mechanized and non-automated occupations with types of production is more complex. Although the majority of manual operations can obviously be classified as pre-mechanized, pre-industrial or at least early-industrial types of production, unconditional identifications would be too rough: Manual operations, including some that are fully consistent from the technical standpoint, are also present in subsequent technological stages. In this sense, it seems best to categorize industrial occupations, particularly those involving manual labor not only on the level of mechanization (or its absence) in the jobs typical of the occupation, but also on the basis of a more general characteristic--the level of mechanization in the entire production process in which most of the workers of a particular occupation are involved¹⁶ (for the sake of simplicity, this characteristic will hereafter be called the overall indicator of mechanization).

Within the framework of this approach, the need to exclude the occupations of equipment installers, adjusters and repairmen from the manual labor category is immediately apparent. Occupational groups of this type do not acquire their mass nature on the basis of production in which the prevailing form of labor is manual. Their basis is mechanized and automated technology. From this standpoint, and in terms of occupational training and the overall sociocultural image of workers, these occupations are closer to automated production jobs

than to other occupational groups. For this reason, these workers and the workers operating complex automated equipment can be regarded as groups approaching scientific-industrial production.

Furthermore, in light of overall indicators of mechanization, the expediency of distinguishing between industrial jobs corresponding to classic manual labor and manual labor connected with assembly-line production becomes obvious. In the first case the worker has no direct connection with mechanized technology, but in the second the work has the closest relationship to it, even when manual operations constitute the majority of his actions. In terms of status, manual laborers working on assembly lines are inseparable from workers performing mechanized assembly-line labor and, in essence, from the majority of other workers operating machines and mechanisms. This means that they are all occupational groups corresponding to the assembly-line type of industrial production.

In general, the use of overall indicators of mechanization allows us to distinguish between three categories of industrial labor occupations corresponding to the main technical and technological types of production in today's national economy.

The first category consists of manual industrial occupations not connected directly with assembly-line production or the installation, adjustment and repair of equipment, such as handyman, loader, carpenter, tinsmith, etc. From the historical perspective, they can aptly be called classic or traditional manual occupations. We must remember, however, that tradition is far from an absolute here. These groups are essentially characteristic of the pre-mechanized technological type of production, but today pre-mechanized production exists in industry as a kind of technological supplement or addition to mechanized industrial production; both of these types are often represented by more or less developed sections of the same enterprise. From this standpoint, it would seem that the majority of pre-mechanized occupations constitute manual supplements to mechanized labor.

The second category takes in occupations connected with the operation and maintenance of machines and mechanisms and manual occupations connected with work on assembly lines and conveyor belts. This field takes in the majority of industrial laborers--for example, machine tool operators and assembly workers in the processing industry, concrete workers and installers in construction and drivers and mechanics in transportation. Under present conditions, these occupations correspond to the assembly-line type of industrial production.

The third category takes in occupations connected with the operation of automated, semiautomated and highly mechanized equipment and occupations connected with the installation, adjustment and repair of equipment. Some are the operators of programmed-control lathes and rolling mills, instrument monitors in chemical production, the operators of automatic lathes and adjusters of machine tools and automatic equipment. In the majority of cases, these occupations represent the industrial sphere of the scientific-industrial technological type of production.

Diagram 1

Classification of Industrial Labor Occupations According to Level of Mechanization and Complexity of Labor

Categories differing in terms of complexity	Occupations with a prevalence of relatively simple labor, usually requiring no occupational training	Occupations with a prevalence of more complex labor, usually requiring training in vocational institutions, training courses and academic combines	Occupations with a prevalence of highly complex labor, requiring lengthy training in vocational academic institutions, including secondary specialized institutions
Categories differing in terms of overall level of mechanization			
Manual jobs unconnected with assembly line work or adjustment and repair of equipment (connected directly with pre-mechanized and non-mechanized labor as a technological supplement to production)	Non-specialized auxiliary labor, manual materials handling operations and maintenance of production facilities (loaders, auxiliary workers, handymen, janitors, etc.)	Specialized manual labor (carpenters, plasterers, painters, cabinetmakers, tinsmiths, etc.)	--
Occupations involving mechanized and assembly line labor (connected primarily with assembly line type of industrial labor)	Operation of simple mechanisms and machines, auxiliary labor aided by machines and mechanisms, simplest assembly line labor (metal engravers, stamp operators, molders, packers, etc.)	Operation of more complex machines and mechanisms and products (lathe operators, milling machine and crane operators, steam fitters, drivers, etc.)	--
Occupations involving automated labor and adjustment and repair of equipment (connected primarily with scientific type of industrial labor)	Operation of semiautomatic machines and simplest automatic equipment (automatic lathe operators, gas rig operators, compressor operators, etc.)	Operation of automated or highly mechanized equipment (operators of machine tools with digital control or automated rolling mills, instrument monitors in chemical production, etc.)	Installation, adjustment and repair of equipment, machines, instruments and other units (installers, fitter-repairmen, adjusters of automatic machine tools, instrument-makers, etc.)

Table 3

Distribution of Workers Engaged in Industrial Labor According to
Socio-Occupational Categories Differing in Terms of Complexity
and Level of Mechanization (%)

<u>Labor Categories</u>	<u>End of 50's</u>	<u>End of 60's</u>	<u>End of 70's</u>
Workers engaged directly in processing and refinement of raw materials, construction of buildings and facilities, their repair, the transport of freight, etc.			
Total: in millions	36	45	55
in %	100	100	100
Breakdown:			
1. Workers engaged primarily in manual labor not connected with work on assembly lines or the adjustment and repair of equipment (primarily pre-mechanized and non-mechanized labor as a technological supplement to industrial production)	52	38	35
Relatively simple labor requiring no pre-employment occupational training (loaders, auxiliary workers, handymen, janitors, etc.)	36	25	23
Workers engaged in more complex labor requiring pre-employment occupational training (painters, cabinetmakers, tinsmiths, etc.)	16	13	12
2. Workers engaged in mechanized and assembly line labor (mechanized and assembly types of industrial labor)	38	49	52
Relatively simple labor requiring no pre-employment occupational training (molders, packers, metal engravers, etc.)	4	4	4
Complex labor requiring pre-employment occupational training (lathe operators, milling machine operators, steam fitters, drivers, crane operators, etc.)	34	45	48
3. Workers engaged in automated labor and the adjustment and repair of equipment (primarily the scientific-industrial type of labor)	10	13	13
Relatively simple labor requiring no pre-employment occupational training (operators of compressors, gas rigs, automatic lathes, semi-automatic machines, etc.)	3	3	3
Complex labor requiring pre-employment occupational training (operators of digital-programmed lathes and rolling mills, steelworkers, instrument monitors in chemical production, etc.)	1	1	1
Highly complex labor requiring lengthy occupational training prior to employment (installers, fitter-repairmen, adjusters of machine tools and automatic equipment, instrument-makers, etc.)	6	9	9

Note: Calculations include all workers engaged in industrial labor, regardless of the branch in which they are employed.

We will not exaggerate the accuracy of our system of classification. The overall criterion of mechanization allows us to distinguish repairmen and adjusters from workers engaged in pre-mechanized manual labor; when broad-scale statistics are employed, however, it is of little assistance in distinguishing between workers operating automated and non-automated equipment. For this reason, our categorization of all repairmen and adjusters as laborers engaged in the scientific-industrial type of production is only approximate or hypothetical. Nevertheless, it seems obvious that the overall criterion of mechanization allows us to single out the particular categories of industrial occupations, and there is no question that these include occupations that are the most typical or, so to speak, "classic" of any single technological type of production and exclude the "classic" occupations of other types.

Occupational categories differing in terms of the overall level of mechanization can easily be compared (just as in the case of occupations categorized according to the complexity of labor) to existing state statistics on occupational groups and information about the size of these groups. We will simply note that since these groups take in only part of the population and since unavoidable rough estimates will have a strong effect on results, the calculations should be limited to a shorter period of time--dating, for instance, from the end of the 1950's. In the practical sense, these calculations seem valid for industrial labor occupations in which 40-45 percent of the entire employed population and around 65 percent of the Soviet working class are concentrated (see Table 2).

The results of these calculations represent a quantitative measurement of the socio-occupational changes that have taken place in the industrial nucleus of the working class under the influence of changes in technological types of production, thereby supplementing the description of changes connected with the increasing percentage of complex occupations. It seems that even the most cursory inspection of the results of the calculations is enough to indicate that this kind of supplement allows us to concentrate on the particular aspects of the development of the occupational structure that remain outside the bounds of an analysis based only on data on the complexity of labor. The results indicate that a prevalence of developed industrial jobs has taken the place of the prevalence of early-industrial jobs in the last few decades. They also indicate that the transition from the early-industrial type of occupational structure to the developed industrial structure is not complete even in the labor sphere. Finally, the same figures indicate the scales of the new problems arising from the urgent need for a rapid transition to scientific-industrial production and the fact that the corresponding socio-occupational groups still encompass only around one-third of the industrial nucleus of the working class.¹⁷

THE BIDIMENSIONAL CLASSIFICATION OF SOCIO-OCCUPATIONAL GROUPS IN THE WORKING CLASS IN TERMS OF THE COMPLEXITY OF LABOR AND THE LEVEL OF MECHANIZATION.

From the procedural standpoint, the most important consideration in this work is not that the calculations resulting from the categorization of occupations according to levels of mechanization are a supplement to calculations based on the categorization of occupations according to complexity. It is much more important that all of the elements of both systems of categorization can be

organically united with one another and can thereby represent a basis for a bidimensional classification of industrial occupations in which the complexity of an occupation is taken into account along with its connection with a specific technological type of production (see Diagram 1). Since the initial criteria for this kind of categorization were determined with a view to available statistics, the determination of the concrete parameters of the socio-occupational structure of the working class nucleus is a natural continuation and completion of this process (see Table 3).

There is no room in a procedural article for a detailed examination of these parameters, but a simple comparison of these parameters to data derived from the categorization of occupations according to complexity and levels of mechanization (tables 1 and 2) proves the euristic value of bidimensional social classifications of occupations. The possibilities of unidimensional analysis are summed up in this study and are raised, so to speak, to a new level. In place of extremely broad and vague categories, each of which unites occupations that are similar only in one particular respect, the object of analysis is the occupational group distinguished by the similarity of several prominent characteristics. This almost always reveals many common features of the production status and the social and cultural image in general, and this means that these groups can be viewed as basic elements of the socio-occupational structure.

Factors and contradictions of socio-occupational development are reflected in the image of this kind of group much more concretely, distinctly and thoroughly than in extremely broad occupational categories. It becomes evident that the increasing complexity of labor and the change of technological types of production are signs of a single complex process. During the course of this process (obviously, if it takes place within a specific social order), the change in technological types of production is a major factor of socio-occupational change. A new type of production gives rise to new occupations, makes new demands on all workers connected with this field, changes their working and living conditions to some degree and gives them certain common social and cultural features.

In a certain sense, changes in types of production also complicate labor. As a rule, the percentage of complex occupations is higher in each successive technological stage. However, and this is quite apparent from the example of the socio-occupational structure of the industrial nucleus of the working class (see Table 3), relatively complex and relatively simple occupations are present among the characteristic occupations of the pre-mechanized, assembly-line and scientific-industrial types of production. Consequently, the connection between the complexity of labor and technical and technological progress is not a simple or uniform one. For this reason, there can be no simple solutions to contradictions arising in this sphere. Furthermore, by reflecting changes in the complexity of labor and the type of production, the socio-occupational structure conclusively proves that the improvement of the occupational composition of society cannot be ensured by technical solutions alone, by the mechanization, automation or cybernetization of production processes, etc. No technical development in itself can completely eradicate the socio-cultural differences between simple and complex occupations. It can only change their technological basis. In this sense, the socioeconomic and

political measures connected with the development of socialist production relations, the improvement of the entire sphere of economic management and the creation of better conditions for participation by workers in management¹⁸ constitute a prerequisite as important as the minimization of unskilled manual labor in the development of the human potential of intensive socialist economics. Obviously, political-economic measures are also closely related to improvements in other areas of the socio-occupational structure, but this connection should be the subject of special study.

FOOTNOTES

1. "Materialy Plenuma Tsentral'nogo Komiteta KPSS 22 noyabrya 1982 g." [Materials of the CPSU Central Committee Plenum of 22 November 1982], Moscow, 1982, p 8.
2. Yu. V. Andropov, "The 60 Years of the USSR," Moscow, 1982, p 5.
3. In the 1960's and 1970's these problems were analyzed in works by N. A. Aitov, I. I. Alekseyev, A. A. Amvrosov, Ye. G. Antosenkov, Yu. V. Arutyunyan, L. S. Blyakhman, B. D. Breyev, E. K. Vasil'yeva, T. I. Zaslavskaya, V. A. Kalmyk, Y. B. Kvashi, E. V. Klopov, L. N. Kogan, G. P. Kozlova, V. V. Kolbanovskiy, V. Ye. Komarov, V. V. Krevnevich, S. A. Kugel', Z. V. Kupriyanova, Ya. P. Ladyzhinskiy, N. I. Lapin, N. F. Naumova, V. S. Nemchenko, V. V. Nikitenko, V. I. Osipov, G. V. Osipov, V. A. Petrov, V. Ye. Poletayev, V. R. Polozov, I. M. Popova, A. I. Prigozhin, M. N. Rutkevich, R. V. Ryvkina, V. S. Semenov, S. L. Senyavskiy, G. A. Slesarev, V. I. Staroverov, A. A. Sukhov, M. Kh. Titma, Z. I. Faynburg, F. R. Filippov, I. I. Changli, O. I. Shafranov and O. I. Shkaratan.
4. The calculations in this and subsequent tables were conducted by the authors in conjunction with L. G. Perfil'yeva with the aid of "Itogi Vsesoyuznoy perepisi naseleniya 1959 goda" [Results of the 1959 All-Union Census], pp 161-166; "Itogi Vsesoyuznoy perepisi naseleniya 1970 goda," vol VI, pp 14-23; "Po dannym Vsesoyuznoy perepisi naseleniya 1979 g." [According to the Data of the 1979 All-Union Census], pp 19-20; VESTNIK STATISTIKI, 1980, No 6, pp 41-62; 1981, No 1, pp 63-67; No 2, pp 63-78; No 4, p 69; No 5, pp 63-66; "Narodnoye khozyaystvo SSSR v 1972 g." [The National Economy of the USSR in 1972], pp 518-521; "Narodnoye khozyaystvo SSSR. 1922-1982," pp 132-133, 145, 162, 321, 383, 399-402, 407; "Kommunisty i trudyashchiyesya krupnykh gorodov v bor'be za sotsial'nyy i nauchno-tekhnicheskyy progress" [Communists and Laborers in Big Cities in the Struggle for Social, Scientific and Technical Progress], Moscow, 1982, pp 187-198, 214-222.
5. "Itogi Vsesoyuznoy perepisi naseleniya 1959 g." (summary volume), Moscow, 1962, p 116.
6. "Itogi Vsesoyuznoy perepisi naseleniya 1970 g.," Moscow, 1973, vol 6, p 610.

7. See the works by N. A. Aitov, V. V. Vodzinskiy and V. N. Shubkin.
8. "Naseleniye SSSR. Po dannym Vsesoyuznoy perepisi naseleniya 1979 g.," Moscow, 1980, p 19.
9. "Materialy XXVI s"yezda KPSS' [Materials of the 26th CPSU Congress], pp 57-67.
10. Ibid., pp 57, 136, 141, 176.
11. See, for example, K. Marx and F. Engels, "Works," vol 49, p 89; V. I. Lenin, "Poln. sobr. soch." [Complete Collected Works], vol 3, p 543.
12. Yu. A. Vasil'chuk, "Nauchno-tekhnicheskaya revolyutsiya i rabochiy klass pri kapitalizme. Uglubleniye protivorechiy i problemy klassovoy bor'by" [The Technological Revolution and the Working Class in the Capitalist Society. The Exacerbation of Conflicts and Problems in the Class Struggle], Moscow, 1980, pp 87-93.
13. Lenin's well-known statement about the peculiarities of the social image of factory and plant workers should be recalled in this connection. As Lenin pointed out, workers connected with large-scale mechanized industry have a "lifestyle," "family structure" and "level of demands" that distinguish them not only from members of other laboring classes (peasants) but also from workers engaged in small-scale manufacture, cottage industry, etc. (see V. I. Lenin, op. cit., vol 3, p 547).
14. "Materialy XXIV s"yezda KPSS" [Materials of the 24th CPSU Congress], Moscow, 1976, p 39.
15. Strictly speaking, some kolkhoz members (workers in kolkhoz repair shops, kolkhoz construction workers, etc.) are also part of the group of industrial workers engaged in physical and mental-physical labor, but they account for only a negligible percentage in these occupations.
16. This approach is made all the more feasible by the fact that the categorization of occupations according to levels of mechanization has been elucidated in sufficient detail in the following works: Ya. B. Kvasha, "Statisticheskoye izucheniye mekhanizatsii truda" [Statistical Study of the Mechanization of Labor], Moscow, 1959; Z. I. Faynburg and G. P. Kozlov, "An Inquiry into the Categorization of Workers According to the Content of Their Labor," in: "Sotsial'nyye issledovaniya" [Social Studies], 2d ed, Moscow, 1968; O. I. Shafranova, "Professional'nyy sostav rabochikh promyshlennosti SSSR" [The Occupational Composition of Workers in USSR Industry], Moscow, 1972; O. I. Shafranova, "Ratsional'noye ispol'zovaniye trudovykh resursov--neotlozhnaya zadacha" [The Efficient Use of Labor Resources Is an Immediate Objective], Moscow, 1980.
17. It is noteworthy that our estimates are close to the results of calculations conducted by other methods by a Kiev group of sociologists and economists. According to their calculations, 12-13 percent of all

workers in industry were employed in technological-revolution developed production (in the authors' terminology) in 1973 (see "NTR i formirovaniye dukhovnogo oblika sovetskogo rabochego" [The Technological Revolution and the Evolution of the Soviet Worker's Spiritual Image], Kiev, 1982, p 113).

18. See "Materialy Plenuma TsK KPSS 22 noyabrya 1982 goda," pp 9, 23;
"Materialy XXVI s"yezda KPSS," pp 49-66, 136-143, 197-202.

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EDUCATION

USSR HIGHER EDUCATION MINISTER REPORTS ON COLLEGIUM MEETING

Moscow VESTNIK VYSSHEY SHKOLY in Russian No 4, Apr 83 pp 9-13

[Article by Yu. I. Butenko: "The Most Important Tasks of the Day (from an expanded meeting of the board of the USSR Ministry of Higher and Secondary Specialized Education)"]

[Text] Along with all Soviet people the collectives of the higher and secondary specialized school received the decisions of the November (1982) Plenum of the CPSU Central Committee with unanimous approval and great enthusiasm, and they responded to them with a further increase in labor, creative and socio-political activity.

On 18 January 1983 there was an expanded meeting of the board of the USSR MinVUZ [Ministry of Higher and Secondary Specialized Education]. Participating in the work of the meeting were ministers of higher and secondary specialized education of all union republics, chiefs of state administrations of educational institutions and administrations of educational institutions of ministries and departments that have VUZ's under their jurisdiction, responsible workers of the division of science and training institutions of the CPSU Central Committee, the USSR Council of Ministers, the USSR People's Control Committee, and the Central Committee of the trade union of workers in education, the higher school and scientific institutions.

A paper entitled "On the Results of the Fulfillment of the 1982 Plan and Tasks for the Higher and Secondary Specialized School During 1983 Ensuing From the Decisions of the November (1982) Plenum of the CPSU Central Committee, the Speech at the Plenum by General Secretary of the CPSU Central Committee, Comrade Yu. V. Andropov, the Decree of the 7th Session of the USSR Supreme Soviet of the 10th Convocation and Materials of the Festive Meeting in the Kremlin Devoted to the 60th Anniversary of the Founding of the USSR" was given by the USSR minister of higher and secondary specialized education, V. P. Yelyutin.

The time that has passed since the November (1982) Plenum of the CPSU Central Committee, said the minister, makes it possible to fully evaluate the entire importance of these decisions. The socio-economic and public political life in the country has become significantly more active, which has been especially clearly manifested in the days of festive celebration of the 60th anniversary of the founding of the USSR: the communist party and the soviet state have undertaken new foreign political actions which are now at the center of the

attention of the entire international community; the CPSU and its Leninist Politburo, the presidium of the USSR Supreme Soviet and the Soviet government have conducted exceptionally difficult and fruitful organizational work to consolidate the business situation in all areas of the national economy, to increase the responsibility of personnel and to strengthen state discipline.

The first conclusion that must be drawn to help agencies for higher school administration is that they must sharply increase the demands made on the activity of the state administrative staff.

Another, no less important conclusion ensuing from the results of the plenum is that there is a persistent need to improve work with personnel, which the party regards as the main area in solving problems of improving the practice of administration. As General Secretary of the CPSU Central Committee, Comrade Yu. V. Andropov pointed out, "It is necessary to place personnel correctly so that the decisive areas are occupied by people who are politically mature and competent, who can take the initiative and who have mastered organizational capabilities and a feeling for the new."

Finally, one more conclusion that follows from the documents of the November plenum and the measures implemented in keeping with it by central agencies consists in more efficient and more clear-cut orientation of the sphere of administration toward the final results of its work.

V. P. Yelyutin analyzed the main results of the development of higher and secondary specialized education in 1982 and discussed the next tasks for improving the planning of the training of specialists and implementing the planned assignments for 1983 for graduating and placing personnel. Entering the 3rd year of the 11th Five-Year Plan, each ministry and department must, as Comrade Yu. V. Andropov emphasized, "Again and again analyze the state of affairs, and earmark and implement measures for solving the existing problems. The main criterion with which this work should be evaluated is the degree of the branch's satisfaction of the constantly growing social demands."

Evaluating the activity of the higher school according to this criterion one can note with satisfaction that during the periods since the 26th CPSU Congress appreciable success has been achieved in the matter of full satisfaction of the needs for personnel in practically all branches of the national economy and economic regions of the country. There have been more rapid rates of development of higher education in the regions of Siberia, the North and the Far East, where the contingent of training institutions increased by 20 percent as compared to 1970. The measures that were taken made it possible to reduce somewhat the list of specialties in which there is a critical shortage and to raise the personnel potential of the base branches of the economy. A result of last year's work which is of no small importance is the strengthening of planning discipline and the greater concreteness and efficiency of the leadership of planning the training of specialists.

Thus a good deal has been and is being done. But against the background of what has been achieved the shortcomings stand out more clearly, and they include, unfortunately, underfulfillment of a number of indicators of the planned assignments for 1982. The national economy failed to receive enough VUZ graduates in

Kazakhstan and Turkmenia, as did the Ministry of the Medical Industry. The actual indicators are below those planned for the distribution of young specialists, and in a number of republics and branch groups of training institutions there continues to be an unsatisfactory situation with the arrival of graduates at the places where they are assigned. This pertains primarily to VUZ's of Georgia, Armenia, Kirghizia, Tajikistan and Kazakhstan, and also to training institutions of the systems of the ministries of education and agriculture. After many years of a persistent tendency toward reduction of the dropout of students, last year this indicator again increased somewhat.

In 1982 the ministry considered the condition of planning the training of specialists in the ministries of VUZ's of Uzbekistan, Tajikistan and Georgia, and all areas of the administrative staff were informed of the decisions made by the board. It is necessary to increase the attention paid to carrying out the instructive decisions contained in measures that have been weighed and have proved their viability. This is shown, in particular, by the experience of the Uzbek SSR MinVUZ, where in a comparatively short period of time appreciable improvement was made in the matter of planned administration of the training and distribution of specialists.

The plan for 1983 is difficult and taut. It will be necessary to train and send to the national economy about 830,000 specialists. Approximately 1.55 million people should be admitted for training in UVZ's. There is to be further redistribution of the contingent of training institutions in favor of specialties of which there is a critical shortage and regions with intensive development of productive forces. There will be more admissions of students to specialties in automation and telematics, electronic computers, industrial electronics, automation and mechanization of processing and issuing information, design and production of electronic computer equipment and atomic electric power stations. Special attention has been devoted to completely satisfying the demand for personnel in the agro-industrial complex. To this end we shall increase the training of specialists in the area of veterinary medicine and zootechnology, mechanization and electrification of agriculture, and also for rural construction, agricultural machine building and several other branches that are called upon to provide for dynamic development of agricultural production. It will be necessary to continue work for specialization of training institutions and abolishing areas of personnel training in which there is a surplus.

The minister went on to say that we are faced with weighty justification for critical analysis of the effectiveness of the existing system of planning from the standpoint final results. This includes primarily the lack of the necessary interconnection between the system of planning and the practice of utilizing personnel. It is known that large numbers of VUZ graduates are sent to certain branches from year to year, but the shortage of specialists continues to increase. In order to avoid this situation it is necessary to make changes in the very mechanism of planning the training of specialists, which should be more closely coordinated with the entire economic mechanism, and it is necessary to increase the role of a scientifically substantiated personnel policy in the matter of intensification of the national economy. In this connection V. P. Yelyutin named several future tasks whose solution under modern conditions should be approached from new standpoints which fully take into

account the conclusions of the November (1982) Plenum of the CPSU Central Committee concerning improvement of the entire sphere of management of the economy.

In the first place, it is necessary to find ways of essentially increasing the reliability of calculations of current and future needs for specialists. Frequently these calculations are made arbitrarily by the ministries and departments, although the decree of the USSR Council of Ministers concerning questions of improving the planning of the training of specialists earmarks measures that envision the introduction of normative documents that regulate the determination of needs for personnel. Unfortunately these documents have still not been introduced into all branches of the national economy.

In the second place, it is necessary to envision legal and economic levers, stimuli and sanctions that effectively regulate the utilization of specialists. The minister especially emphasized that if we reach a point where each manager is actively interested in having the number of specialists with the necessary qualifications who are really needed by production and the specialists themselves are interested in utilizing the knowledge they acquired in the VUZ with a complete return--if we solve this problem, many other problems in the area of planning will fall away by themselves.

In the third place, it is necessary once again to revise the entire system and technology for calculations in the area of planning the training of specialists. As we know, up to the present time the MinVUZ's of the union republics do not fully carry out the functions assigned to them in the area of revealing the need of the national economy for personnel, and they also do not have an adequate influence on the development of plans for the training of specialists by branch administrative agencies.

In the fourth place, it is necessary to analyze more attentively the situation with personnel that has arisen in specific branches of the national economy and economic regions of the country. Experience shows that here it is not enough simply to utilize the data from statistical accounting. It is necessary to constantly study the state of affairs in the local areas, to know the real demands of production, to distinguish its actual needs from imaginary ones, and to search out measures that prevent "dead runs" in the work of training institutions, when the growing mass of graduates is used without taking into account their education and qualifications.

In the fifth place, it is necessary to carry out more energetically a changeover to the distribution of specialists 1-3 years before they complete the VUZ on the basis of the development of special-purpose forms of training of personnel and the strengthening of cooperation with enterprises and organizations of the national economy. At the same time it is necessary in all ways to strengthen planning discipline and increase control over its observance.

Planning work and the placement and utilization of personnel should be transformed into an active instrument for implementing the modern scientific and technical policy which contributes to saving on labor resources and increasing the final results of economic activity. Such is the persistent demand of the present stage in the struggle for intensification of the economy.

V. P. Yelyutin devoted a large place in his paper to questions of raising the level of training and ideological-political education of specialists. The 26th CPSU Congress set for the VUZ's the task of improving the quality of teaching, strengthening the link between training and production, arming the new generation of soviet intelligentsia with the modern achievements of science, technology and culture, and educating them in the spirit of selfless devotion to the ideals of the party and the people.

When organizing the implementation of this task, the Minvuz's of the union republics, the state administration of educational institutions and other administrations of educational institutions conducted a significant amount of work to improve the methodological guidance of the training and educational process and to create organizational and material-technical prerequisites for further development of the system of training in VUZ's and tekhnikums. As a result of the collective efforts, the creation of skill specifications was completed for all specialties of VUZ's, the standard training plans are being revised, and the modernization of the normative base of the training and educational process is continuing. They provided for the establishment of branches of specialized VUZ departments at enterprises and organizations. Problems of raising the level of evening and correspondence training are being solved. A good deal has also been done to implement the recommendations of the all-union conference of heads of departments of social sciences.

Thus during the past period fairly good prerequisites have been created for a successful solution to the central problem of 1983 in the area of improving the quality of training of specialists--the problem of an organized changeover to a new generation of standard training plans.

The main thing that distinguishes the training plans that have been introduced from the ones presently in effect is the change in the composition, volume and sequence of the study of disciplines that are dictated by the modern achievements of science and production. Special attention has been devoted to further improvement of teaching of crucial problems related to the intensification of public production, increased labor productivity, the creation and introduction of new technical equipment and technology, the utilization of means and methods of automation of production, economy of all kinds of resources, and protection of the environment.

The existing rate of revision and approval of training plans makes it possible to count on beginning a mass changeover to training according to these plans on 1 September of the 1983/84 school year. Consequently all administrative agencies of the higher school must participate most directly in the implementation of measures that provide for complete and high-quality implementation of the new training and methodological documents, and they must also inform the broadest groups of scientific and pedagogical workers about them.

In connection with the changeover to the new training plans, the VUZ's must revise the entire internal training-methodological documentation and modernize laboratory training equipment. Of course VUZ administrative agencies must provide reliable guidance of this work.

It is very important to utilize the process of changing over to the new training plans in order to bring order into the conditions for training classes. It is known that in practically every VUZ, under the influence of one objective circumstance or another, and sometimes under the influence of subjective circumstances, as years go by there are more and more deviations from the existing policy for conducting the training process. The time has now come to eliminate such shortcomings in all training institutions. At the same time it is necessary to earmark and implement additional measures for strengthening discipline and organization both among the students and among the teachers.

But none of the efforts undertaken to provide for a changeover to the new generation of training plans will produce the desired results if they are not based on a strong concept of the development of the system of training which corresponds to the future demands of science, culture and production. Proceeding from this, the speaker focused attention on the following main directions for the development of higher education:

the implementation of a special-purpose approach to organizing the training and educational process; whose initial prerequisites lie in the introduction of skill specifications for specialists; it is obvious that a special role and a special-purpose approach should be played by profile departments of VUZ's;

further interdisciplinary integration of the training process upon the basis of the development of comprehensive programs for teaching the leading fundamental and general occupational disciplines, all kinds of training and production practices, and also the study of subjects related to the mastery by future specialists of means and methods of utilizing electronic computers;

all-around intensification of the training process, orientation toward the utilization of forms and methods of training that are calculated to increase the cognitive activity of the students, the development of their creative capabilities and stronger assimilation of program material;

strengthening of the ties between training and life as well as the practice of communist construction, further expansion of cooperation with enterprises and organizations in the matter of training specialists; improvement of the work of branches of profile departments;

an essential strengthening of control over the final results of training, especially the results of the defense of diploma projects and the work and results of state examinations.

Among the achievements with which the USSR greeted its 60th anniversary, the Communist Party has a right to single out the formation of a historically new type of intelligentsia--multinational in composition and of the working class in terms of origin, convictions and position in social division of labor.

With all the diversity of occupational and national detachments of the soviet intelligentsia, it is cemented together by a common world view, the totality of the moral-political image, true patriotism and socialist internationalism,

an active position in life, and boundless devotion to the creative ideals of the party and people. These qualities are instilled in the intelligentsia by the higher school, which is called upon to constantly improve all areas of the system of communist education of students.

Speaking of the next task for improving communist education, V. P. Yelyutin singled out the following basic aspects.

A primary task of administrative agencies which is being successfully carried out is to provide everywhere for in-depth study of the materials of the November (1982) Plenum of the CPSU Central Committee and the Joint Festive Meeting of the CPSU Central Committee, the USSR Supreme Soviet and the RSFSR Supreme Soviet that was devoted to the 60th anniversary of the founding of the USSR.

It is necessary, further, to devote considerably more attention to the organization of counter propaganda in the collectives of students and to combine frustration of ideological sabotage by enemies of socialism with an explanation of the essence of the domestic and foreign policy of the CPSU and the soviet state. And this must be done skillfully, using material that is concrete, vital and close to the future specialists, taking advantage of the possibilities of the entire training process, putting a stop to empty verbiage and dogmatism, and skillfully relying on the patriotic feelings of youth.

Another urgent task of education is to instill in the students conscientious discipline and to make greater demands on the future specialists, on the quality of their educational labor and on the participation in the social life of the collectives. It is necessary to more deliberately instill in youth a feeling of occupational and civil responsibility, and to prepare them for the difficult and complicated work in the vanguard of the struggle for socio-economic and scientific-technical progress.

It is very important for all areas of the higher school to generalize and reinforce in educational practice that large amount of experience in patriotic and international education that has been accumulated during the course of preparing for the 60th anniversary of the founding of the USSR.

Successful implementation of the multifaceted tasks for improving the training and education of soviet specialists is provided by the large, highly qualified and creative scientific-pedagogical collective of the higher school. According to preliminary data, in 1982 there was further improvement in the qualitative composition of the teachers in the higher school. Their overall number reached 416,000, which includes more than 18,000 doctors and 182,000 candidates of sciences. There has been further development of the graduate schools, in which about 59,000 people are studying. On the whole, the plans for increasing the qualifications of teachers were fulfilled.

The increased numbers and the improvement of the qualitative composition of scientific-pedagogical and management personnel make it incumbent on administrative agencies of VUZ's to adhere to a more constructive personnel policy, to increase the demands for selecting managers of VUZ's, to increase the

personnel potential of newly created training institutions, and to provide for regular renewal and augmentation of the knowledge of all categories of workers in the higher school, taking into account the progressive tendencies in improving the training and educational process.

Speaking about the social aspects of the development of teaching collectives of VUZ's, V. P. Yelyutin noted that so far the proper attention is not being devoted to this aspect of the work. For instance, during the vacations it is prohibited to grant the teachers passes to sports and health camps, and there is no compensation for this. Work for preventing illness of teachers is not being conducted effectively enough, especially for prevention of occupational diseases. Only an insignificant number of VUZ's deal with problems of domestic service for the workers, and in this respect the training institutions are appreciably behind enterprises and organizations of the national economy. Problems of promptly providing teachers with well-arranged housing and introducing effective moral and material incentives for pedagogical labor need to be solved.

Behind all of the aforementioned problems is another large and important problem--the problem of the social position of the teachers, the authority of the higher school and the role of pedagogical and research work. This role must steadily increase, as is required by the objective demands of the scientific and technical revolution. Consequently, VUZ administrative agencies must sharply activate their work in the area of the social development of the collectives of training institutions and raise it to a new level which corresponds to the objective conditions of a mature socialist society.

The minister described in detail the ways of increasing the effectiveness of the utilization of the potential of the higher school.

At the November (1982) Plenum of the CPSU Central Committee it was emphasized that the USSR has great reserves in the national economy and that it is necessary to search them out by "accelerating scientific and technical progress and extensively and rapidly introducing into production the achievements of science, technology and advanced practice."

Achieving fuller utilization of the scientific potential of the higher school in the matter of accelerating scientific and technical progress, collectives of VUZ's and their administrative agencies have done a considerable amount of work under the current five-year plan in order to concentrate scientific research on solving the key problems of socio-economic development. As a result, there was an appreciable increase in the timeliness of the subject matter of scientific projects, and scientists of the higher school participated more extensively in carrying out the most important research. Suffice it to say that in 1982 the VUZ's developed about 16,500 research projects that were envisioned by assignments of the state plans for the economic and social development of the USSR and the union republics, by work programs for solving the basic scientific and technical problems, and also by plans of the USSR Academy of Sciences and branch ministries and departments.

A large step forward was taken in the matter of restructuring the planning of research on the basis of the method of special-purpose programs. By now they have organized the fulfillment of 60 interVUZ comprehensive programs with a volume of financing of more than 1 billion rubles, which have been concentrated on solving crucial problems of economy on energy and raw material resources, automation and the use of robots in production, powder metallurgy, the development of agro-industrial production and protection of the environment.

The organization of the introduction of the more promising results of research has been raised to a new level on the basis of including them in state plans for the development of science and technology. Relying on the leading VUZ's, the ministry has organized the implementation of special-purpose programs for extensive introduction of the results of research into the national economy. Of special importance are the programs "Metal" and "Chemistry" which were accepted for implementation in conjunction with involved ministries and departments.

These and other results of the scientific and organizational work of the first two years of the 11th Five-Year Plan show that the struggle for increasing the effectiveness of VUZ research is now being carried out on a broad front, which makes it possible to obtain even weightier final results.

Nonetheless the higher school still has considerable reserves for intensifying scientific research, and in order to take advantage of them in the next year it will be necessary to carry out large additional measures.

In the first place it is necessary to further step up the efforts of VUZ administrative agencies in the matter of changing over to special-purpose program methods of administration of science. It is necessary to transform special-purpose interVUZ programs (which so far are largely only a new form of group scientific subjects) into an effective means of leadership of scientific work, to arrange special-purpose financing and material and technical support for them, and to determine the position of these programs in the state system of planning the development of science and technology.

The increasingly extensive utilization of special-purpose program methods of organizing research and the increased volume of the most important subjects of scientific projects that are being carried out in the VUZ's raise especially critically the problem of strengthening state discipline in science. As a result of an inspection of the course of the implementation by the VUZ's of the assignments of the program of the USSR State Committee for Science and Technology, the ministry revealed serious shortcomings in this area. In particular there are frequent cases where the head or financing branch organization, when it does not have sufficient funds for supporting the work entrusted to the UVZ, forces the training institutions to conclude economic agreements on subjects that are similar to those in the special-purpose program. As a result, instead of concentration of scientific efforts there is an unjustifiable dispersion of them, the financial capabilities of the training institutions are limited, and the conditions for the development of their material and technical base are complicated.

The minister called upon the workers to improve even more persistently the organizational work that is carried out in order to develop VUZ science, to increase the substantiation of decisions that are made, and to account more fully for the crucial demands for the acceleration of scientific and technical progress.

It is necessary to continue the concentration of scientific forces on the crucial problems of scientific research that ensue from the decisions of the May and November (1982) Plenums of the CPSU Central Committee. Thus the interbranch program, "Biotechnology," which was adopted jointly by the USSR Ministry of Agriculture, the USSR and Uzbek SSR MinVUZ's, the RSFSR Ministry of Education, the USSR Academy of Sciences and the VASKhNIL has already been introduced. Additional sections directed toward implementation of the USSR Food Program will be introduced into the interVUZ programs for robot equipment, powder metallurgy and economy of metal. Similar work will have to be done regarding issues of further development of the country's energy engineering. It is necessary to step up research on problems in the area of improving the economic mechanism, transportation and construction.

Practical realization of scientific achievements is especially important in the modern stage. When thinking about ways of improving the organizational and economic mechanism for their introduction it is necessary to develop more energetically the existing forms of creative ties between VUZ's and production: to expand the network of laboratories of training institutions at enterprises, to disseminate the experience in organizing training-scientific-production associations and for carrying out research on the basis of joint decisions of the ministries of VUZ's and the branch ministries and departments (these decisions envision extensive introduction of the results that are obtained and clearly determine the mutual responsibilities of the clients and the performers of scientific work).

Relying on what has been achieved, in 1983 it will be necessary to provide for further development of all forms of cooperation between the higher school and academic scientific institutions. The joint decision of the board of the USSR MinVUZ and the Presidium of the USSR Academy of Sciences adopted in July of last year lays a good basis for this.

VUZ administrative agencies should assign an important place in their work to further strengthening of the material and technical base of training institutions, to increasing financial and economic discipline, and to further strengthening the conditions for economizing.

It is necessary to be more concerned about improving housing and domestic conditions for students, developing physical culture and sports in the VUZ's, and improving the organization of medical service for student use.

A constant task for ministries of higher and secondary specialized education of the union republics, chiefs of state administrations of educational institutions and other administrations of educational institutions of the ministries and departments is to establish everywhere the Leninist style and methods of work, to increase the efficiency of administrative activity and to step up control and the inspection of work.

In conclusion V. P. Yelyutin expressed confidence that the 3rd year of the 11th Five-Year Plan would be marked by new successes in the development of higher education along the path indicated by the 26th CPSU Congress.

Participating actively in the discussion of the paper by the V. P. Yelyutin were ministers of higher and secondary specialized education: RSFSR--academician I. F. Obraztsov, Ukrainian SSR--G. G. Yefimenko, Belorussian SSR--N. M. Meshkov, Kazakh SSR--T. K. Katayev, Uzbek SSR--S. P. Pulatov, Azerbaijan SSR--K. G. Aliyev, Lithuanian SSR--G. K. Zabulis, Moldavian SSR--V. A. Kerdivarenko, Turkmen SSR--S. N. Muradov, Armenian SSR--L. P. Garibdzhanyan; the chairman of the Central Committee of the trained union of workers in education, the higher school and scientific institutions--T. P. Yanushkovskaya; the USSR deputy minister of agriculture--V. S. Shevlukha; the USSR deputy minister of higher and secondary specialized education--N. S. Yegorov; the RSFSR deputy minister of education--D. M. Zabrodin; the deputy minister of higher and secondary specialized education of the Georgian SSR--K. S. Chelidze, and others.

In the decision that was adopted the board of the USSR MinVUZ earmarked concrete paths directed toward successful implementation of the decisions of the November (1982) Plenum of the CPSU Central Committee and the 7th Session of the USSR Supreme Soviet of the 10th Convocation. In implementing the decisions of the board, the "Plan For the Implementation of the Remarks and Suggestions Expressed by Participants in the Expanded Meeting of the Board of the USSR MinVUZ" was developed and approved.

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EDUCATION

USSR EDUCATION MINISTRY LISTS TEACHERS' CONFERENCE SUBJECTS

Moscow UCHITEL'SKAYA GAZETA in Russian 26 Apr 83 p 3

[Article: "August Conferences--83"]

[Text] Published below are recommendations developed by the USSR Ministry of Education, "August Teachers' Conferences." The specific time periods and subjects of the conferences, the number of sections and the content of the issues are determined by the rayon (city) divisions for public education, taking into account these recommendations for coordination with local party and soviet agencies.

Guided by the historic decisions of the 26th CPSU Congress and the instructions of the May and November (1982) Plenums of the CPSU Central Committee and the points and conclusions that ensue from the speech of General Secretary of the CPSU Central Committee, Comrade Yu. V. Andropov, "Sixty Years of the USSR," and his speech at the Plenum of the CPSU Central Committee, public education agencies and pedagogical collectives of schools and nonschool institutions are directing their activity toward raising the level of ideological-political, moral and labor education of student use, realizing universal compulsory secondary education and improving the training and educational process in the schools and nonschool institutions.

The daily concern of all institutions of the system of education should be educating children and adolescents in the spirit of mutual respect and friendship of all nations and nationalities of the country, love for their great soviet homeland, internationalism and solidarity with workers of other countries; it is important to instill in students an intolerant attitude toward bourgeois ideology and morality.

One of the main tasks in the work of the schools and nonschool institutions is to prepare youth for labor in the sphere of material production and for an intelligent selection of an occupation; extensive participation of school children in socially useful and productive labor; the development in them of a high awareness, initiative and a sense of public duty; strengthening discipline and a businesslike attitude toward the public good; and the development of student self-control.

The USSR Ministry of Education recommends discussing at the plenary sessions two basic reports:

"Crucial Tasks of Communist Education of the Younger Generation."

"The Results of the 1982-1983 School Year and the Basic Directions for the Activity of Pedagogical Collectives and Public Education Agencies in the 1983-1984 School Year."

The basic content of the plenary sessions and sections of the conference will be an in-depth analysis of the condition of training and education of students, advanced pedagogical practice that has taken form in the work of schools and preschool and nonschool institutions, and criticism of the shortcomings in their activity.

A large amount of attention will be devoted to questions of the ideological direction of the training and educational process and to an analysis of the existing experience in the practice of the schools' work in studying the works of V. I. Lenin and the documents of the CPSU and the soviet state. It will be useful to consider the experience in utilization by the schools and nonschool institutions of the recommendations of the USSR Ministry of Education, "On Familiarizing the Students of General Educational Schools With the Materials of the November (1982) Plenum of the CPSU Central Committee and the Joint Festive Meeting of the CPSU Central Committee, the USSR Supreme Soviet and the RSFSR Supreme Soviet That Was Devoted to the 60th Anniversary of the Founding of the USSR and the Participation of Collectives of Schools in the Fulfillment of the Instructions Contained in Them," "On Familiarizing the Students of General Educational Schools With the Materials of the May (1982) Plenum of the CPSU Central Committee and the Participation of School Children in the Implementation of the USSR Food Program for the Period Up To 1990," "On Familiarizing the Students of General Educational Schools With the Decree of the CPSU Central Committee, 'On the 80th Anniversary of the 2nd Congress of the RSDRP,'" "On Stepping Up Propaganda of the USSR State Hymn in Institutions of the USSR Ministry of Education." They should devote attention to questions of increasing the effectiveness of the economic, atheistic and ecological education of the students.

At the plenary sessions and sections it would be expedient to analyze the experience in the introduction into the practice of general educational schools of improved programs and their role in eliminating the overloading of school children and arming the students with profound and solid knowledge of the fundamentals of science and rational devices for training activity. Here it is important to consider ways of further improving lessons and constantly increasing their effectiveness as well as the role of training literature in the formation of the world view of the student and the eradication of liberalism in evaluating the students' knowledge.

Questions of the attraction of the students to training and work, the development of a working microclimate and the collective principles in training and socially useful labor will also be considered.

The attention of pedagogical workers, including special subject teachers, should be drawn to problems of the work of extended-day groups, especially for children in grades IV-VIII. The main line to fill the extended day with all the wealth of content and forms of nonclass and nonschool work, socio-political activity of children, labor and sports, technical creativity and tourism, and studies in various kinds of art.

The experience of schools and preschool institutions that are successfully solving problems of preparing six-year-olds for school deserves constant attention.

All teachers and managers of schools will be informed of changes in the training plans, programs, textbooks and training aids that were made during the 1983-1984 school year.

As usual, the problem of overcoming formalism in work remains crucial. In this connection it would be expedient to return to the instructive-methodological letters of the USSR Ministry of Education: "On Additional Measures for Overcoming Formalism in Evaluating the Results of the Labor of Teachers and Students" (of 13 October 1981, No 67-M) and "On Criteria for Evaluating the Activity of the General Educational School" (of 11 May 1982, No 30-M).

A great deal of attention is being devoted to pedagogical education of parents; a special place should be occupied by questions of organizing the labor of the teacher and his life and recreation.

In the sections they are also considering problems that reflect the specific nature of the training and educational process for individual subjects. Depending on the specific conditions of the rayon, the sections can be combined.

The Section For Workers in Preschool Education

Workers in preschool education should direct their efforts toward further improving the quality of educational work with children and the effectiveness of their training.

By the beginning of the training year public education agencies should have carefully adjusted the schedule for preschool institutions in keeping with the needs of the parents.

Questions of protecting the life and strengthening the health of children should be at the center of attention for everyone who is responsible for children. Physical education should be based on strict observance of the conditions for the motor activity of the children throughout the day, high-quality performance of physical culture exercises, and the formation in preschool children of the physical and mental ability to work that corresponds to their age.

Special attention is required for questions of moral education of children both in daily life and in their school work. The educational nature of training should determine the knowledge that is conveyed by the teacher.

From a very early age it is necessary to instill in children a thrifty attitude toward everything that surrounds them, to strengthen the labor direction of education and to lay the foundations of a materialistic understanding of the world.

It is recommended that in the section questions related to six-year-old children in preschool institutions be discussed, and that the results of the experiment that has been conducted be analyzed thoroughly in conjunction with the teachers.

In the 1983-1984 school year tasks of teaching the Russian language to children of non-Russian nationalities will continue to be crucial.

The contingent of parents should be enlisted for participation in the August conferences. Questions of advancing the pedagogical art of parents and close contact with families are a necessary condition for correct, comprehensive education of children.

The Section For Teachers of Preparatory and Primary Grades

Special attention will be devoted to the consideration of the requirements placed by the program on the formation of arithmetic skills, reading skills, oral and written communication abilities, and their role in successful mastery of school subjects.

It would be expedient to discuss the work experience with the new textbooks--"ABC's" and "A Book for Reading" (author--V. G. Goretskiy) and the particular methods for using "A Book for Reading."

Teachers in understaffed schools will consider questions of forming in the students habits of self-control, devices for administration of independent work for the children, and the organization of the training and educational process under conditions of simultaneous studies with several classes, which also include preschool children.

It is also necessary to devote attention to the psychological and physiological peculiarities of six-year-olds, to the hygienic requirements for their education and recreation, and to the development of motor skills.

The Section For Teachers of Russian Language and Literature

The discussion of problems related to teaching Russian language and literature should proceed from the tasks of ideological-moral and aesthetic education of the students. Here one should concentrate attention on such questions as improvement of the speaking part of teaching Russian language, the formation of oral communication skills in the students, writing, the development of the interest of the school children in reading artistic literature, and the strengthening of the educational direction of lessons as an important means of forming the convictions of the students and their active position in life.

Work on expressive reading by the students as a means of assimilating the artistic text and developing the speech of the students is one of the main themes of the section.

The section of teachers of Russian language and literature in national schools of the union republics will consider questions of methods of mastering the Russian language by all students and the development of an interest in reading books in the Russian language as well as problems of organizing nonclass and nonschool work in the Russian language.

The Section For Teachers of Mathematics

As in past years it is recommended that the participants consider questions of the applied area of the courses, the formation of solid mathematical skills in the students, skills of working with equations and solving problems, and the role and position of technical equipment in studying mathematics and the utilization of minicalculators. The section will consider the results of the work of the VI grades with the new geometry textbook and will analyze the requirement for knowledge and abilities of students in the VI and VII grades regarding the course in geometry, the experience of teachers who are working successfully with the new textbook, and also the content of the methodological letter, "On Teaching Mathematics in the 1983/84 School Year" (MATEMATIKA V SHKOLE, No 4, 1983).

The attention of teachers of the IX and X grades will be directed toward considering the changes made in the program for the X grade concerning geometry and the training aid "Geometry, IX-X" (author, Z. A. Skopets, et. al.), and familiarization with the new textbook "Geometry. VI-X" (author--A. V. Pogorelov) and experimental textbooks.

The Section For Teachers of History, Social Sciences and the Foundations of Soviet State and Law

The section should consider the following problems: forms and methods of studying the works of K. Marx, F. Engels and V. I. Lenin, documents of the CPSU and the Soviet state, materials of the May and November (1982) Plenums of the CPSU Central Committee, materials of the Joint Festive Meeting of the CPSU Central Committee and the USSR and RSFSR Supreme Soviets devoted to the 60th Anniversary of the Founding of the USSR; the role of classes and nonclass work in the ideological-moral education of students and the formation in them of communist convictions and an active position in life; the education of school children in the spirit of a militantly uncompromising attitude toward bourgeois ideology and morality under the conditions of the aggravation of the ideological struggle between socialism and capitalism.

It would be expedient to consider the methods of studying the laws of social development and instilling the ability to apply knowledge that is acquired when analyzing phenomenon and events of modern times and to develop skills of utilizing political, scientific-popular and reference literature.

There should also be discussion of the experience in utilizing material from local lore as one of the areas of connection between school and life, and the practice of communist construction; and also study in close connection of courses in history of the USSR and in the history of the union republic.

The Section For Teachers of Geography

It is recommended that attention be concentrated on questions of the CPSU socio-economic policy and economic education and rearing of the students.

It is important to hear reports on the study of materials from local lore as a factor in increasing the ecological education of the students; and on the experience in studying the regional peculiarities of nature and the economy of the union republic.

The Section For Teachers of Biology

Special attention will be devoted to the hygienic and sex education of students in the course, "Anatomy, Physiology and Human Hygiene." The section will consider subjects concerning the textbook which was revised for the 1983/84 school year, "General Biology," edited by Yu. I. Polyanskiy; questions of ecological education and rearing of school children; experience in conducting anti-alcohol propaganda among adolescents; and strengthening the industrial occupational orientation of experimental work in the school.

The Section For Teachers of Physics and Astronomy

The section will consider the applied area of the course, familiarization of the students with the mechanism of action of modern equipment and instruments, and the role of physical problems and a knowledge of physical units.

It is necessary to familiarize the teachers with the changes in the improved textbooks, "Physics, X" and "Astronomy, X" which will be introduced in the school in the 1983/84 school year, and with the experience in teaching subjects in the IX grade physics course, "Molecular-kinetic Theory and the Fundamentals of Thermodynamics."

They should consider the question of utilizing minicalculators in the training process; tasks of occupational orientation work in classes; the utilization of reference literature when solving problems; and the manufacture of training instruments and aids in training laboratories, shops and sections of schools as well as in training-production combines.

The Section for Teachers of Chemistry

The following questions will be considered: the utilization of calculators in classes, the students' understanding of the essence of chemical reactions and the application of chemical reactions in modern production in order to obtain inorganic and organic substances, including polymerization and the utilization of this reaction to obtain materials; and mineral fertilizers and their role in agricultural production.

Special consideration should be given to the content of the methodological letter of the USSR Ministry of Education, "Improvement of Chemical Experimentation in the Secondary School" (KHIMIYA V SHKOLE, No 4 for 1983) and also ways of utilizing its recommendations.

In 1984 it will have been 150 years since the day of the birth of the great Russian scientist, D. I. Mendeleyev. In connection with this it would be expedient to discuss measures for preparing for and celebrating this anniversary.

The Section For Teachers of Foreign Language

The content of teaching in grades IV-VI using new sets of training and methodological materials should be at the center of attention.

It is important to discuss the program for grades VIII-X and the existing experience in teaching language to school children; the peculiarities of work with the new sets of training and methodological aids in grade VII; the role of visual training aids and technical means in teaching reading and listening; the teaching of independent work of the students when mastering a foreign language in grades IX-X; the teaching of younger school children to understand verbal foreign speech; and the role of control and mutual and self-control when studying various kinds of speech activity.

Sections For Teachers of Representational Art and Music

With teachers of music and representational art it would be expedient to consider the following issues: the formation of the world view of the students by means of art; the role of studying representational art and music in developing an active position in life for the school children; interdisciplinary links between representational art and music, on the one hand, and history and literature, on the other; the methodological peculiarities of conducting classes using national material; and the methods of nonclass work in music and representational art.

The Section For Teachers of Physical Education

The section will consider problems of improving the quality of the training process in physical education and will concentrate attention on questions of further introducing in all schools and boarding school institutions mandatory physical culture-health measures which were earmarked by the decree of the CPSU Central Committee and the USSR Council of Ministers of 11 September 81, No 890, "On Further Increasing the Scope of Physical Education and Sports": gymnastics before classes, small recesses for physical culture, action games and physical exercises during longer recesses, daily physical culture activities in extended-day groups, and monthly days of health and sports. Here one should devote attention to the quality of these measures, their scope and the enlistment of all students in active physical culture activities and sports.

Sections For Teachers of Drawing, Labor Education, Masters of Training Shops and Interschool Training-Production Combines

Teachers of labor education and masters of training shops and interschool training-production combines will consider the experience that has been accumulated in labor education and rearing of school children in grades IV-VIII and the work for organizing productive labor of students, especially in rural schools; forms and methods of orientation toward rural occupations; questions of observance of sanitary norms and rules for technical safety in labor studies; forms and methods of occupational orientation work in classes; planning the work

of school shops and laboratories in service labor; experience in conducting classes in labor in grades VII-VIII on the basis of vocational and technical schools, interschool training-production combines, training shops and sections of enterprises, school and nonschool training-production shops; and experience in creating branches of nonschool institutions on the basis of schools and interschool training-production combines.

It would be useful to consider the work experience for realizing interdisciplinary ties between courses of drawing and labor training and generalizing the knowledge and abilities obtained by school children in the area of graphics before they begin to learn drawing.

Teachers of drawing and labor education should become familiar with changes in the general rules for doing blueprints in connection with the improvement of the state standards.

The Section For Military Leaders and Instructors in Medical-Sanitary Training

It would be expedient to consider questions of the work of the best military leaders for instilling in school children knowledge, ability and skills in all areas of initial military training. One should consider the results of field exercises (assemblies) with youth in grades X (XI).

When analyzing the results of the school year they will consider the results of the participation of the schools of the rayon (city) in the All-Union Review-Competition of Military-Patriotic and International Education of Students, devoted to the 60th anniversary of the founding of the USSR: they will consider the work of the schools for completing the final stage of this review in honor of the 40th anniversary of the outstanding victory of the Soviet people and their Armed Forces in the Great Patriotic War, and also the fulfillment of measures of the USSR Ministry of Education which are directed toward a worthy greeting for this remarkable date.

Rayon (city) public education divisions, along with public health divisions, will organize and conduct single-day methodological studies with teachers in medical and sanitary training.

The Section For Class Leaders

It is recommended that they consider the basic directions of the work of class leadership with the collective of students and the improvement of the content, forms and methods of ideological-political, labor and moral education of school children; that they consider the experience of pioneer and Komsomol organizations and student committees in the struggle for a profound and solid knowledge and participation in the movement "Not A Single Laggard" and in the "All-Union Campaign of Students For Economy and Thriftiness" as well as experience in rendering methodological assistance to the pioneer detachment in conducting the March of Young Leninists and utilizing the recommendations of the Komsomol Central Committee for working with older pioneers and explaining the concepts: "roll call," "the pioneer's work," "heights," and the title "senior pioneer" as well as the pedagogical leadership of student self-control in class.

It is necessary to analyze the work experience of class leaders for instilling conscientious discipline and the art of behavior in students and forming a unity of moral requirements placed on students by the school and the family.

The section will consider problems of organizing and planning the work of class leaders and the activity of methodological associations of class leaders. It is important to orient class leaders to fight against formalism in the organization of educational work.

The Section For Organizers of Nonclass and Nonschool Educational Work and Senior Pioneer Leaders

As in previous years, the section will devote attention to questions of improving the system of nonclass educational work in the school and raising the level of pedagogical leadership of this; overcoming formalism in the activity of the organizers; comprehensively considering the experience in efficient planning of nonclass educational work, methodological work with class leaders and pedagogical workers who are responsible for various areas of non-class activity of the school children, and coordination of the activity of the school, the family and the public in educating children and adolescents.

They will especially consider questions of increasing the efficiency of the interaction between teachers and Komsomol workers; enlisting Komsomol members in administration and collective leadership of the affairs of the school and solving the fundamental issues of the training and educational process (the development of the movement "Not A Single Laggard" and the effectiveness of small groups "Teach And Learn," the implementation of the "Comprehensive Program For Further Improvement of Training and Education of a Worthy Addition to the Working Class and the Kolkhoz Peasantry in Light of the Decisions of the 26th CPSU Congress," the process of organizing and conducting in the schools the all-union campaign of students for economy and thriftiness and the summer labor quarter, "My Labor Merges With the Labor of My Republic"; and participation in the All-Union Tourist-Local Lore Expedition of Pioneers and School Children, "My Homeland--The USSR" and in the All-Union Review "Young Technicians, Naturalists and Researchers--For The Homeland!").

The section will draw attention to the need to render methodological assistance to pioneers in conducting the March of Young Leninists and further improving the organization and content of work with older pioneers; it will consider the utilization of the hymn, the insignia and the flag of the USSR in educational work, the experience in enlisting educators from nonschool institutions in circles and other nonclass work in the school, primarily in extended-day activities, and experience in organizing socially useful, productive labor of school children during nonclass time.

The section will analyze the main directions of the activity of pedagogical collectives of the schools for educating youth in the spirit of conscientious discipline; it will consider the role and position of the senior leader and organizer of nonclass and nonschool work in the system of pedagogical guidance of the development of student self-control; and it will consider the main shortcomings in the work of organizers and leaders, the reasons for them and ways of improving the organization of the labor of these pedagogical workers.

The section will discuss the results of public certification of senior pioneer leaders.

The Section For Educators in Boarding Schools, Other Schools and Extended-Day Groups

In the section of educators of extended-day groups and boarding schools it is necessary to concentrate attention on organizing various kinds of educational activity that is based on combining intramural work with the work of nonschool and other institutions of the microrayon. It would be expedient to hear about the experience of individual educators in further improving socially useful labor and physical-health activity, increasing the role of self-control agencies, strengthening pioneer and Komsomol work in the groups, and instilling habits of independent training labor and socially useful, productive labor in nonschool time.

It would be useful to discuss the utilization of books in the moral education of students in extended-day groups. They should consider questions of the participation in the all-union review of children's homes and general educational boarding schools for further improvement of the living conditions of the students and the condition of the training and educational and health work.

The Section For School Librarians

In this section it is recommended that they hear and consider the following issues: the organization of augmenting the stacks of school libraries and providing for their protection, instilling a thrifty attitude toward books and helping the school library in organizing work to improve programs; the teacher, the librarian and the parents as guides for students' reading; work experience in creating library resources for students and class libraries in order to assist in the development of cognitive interests and the capabilities of the students; work with parents to organize nonclass reading at home; the organization of work with books under the conditions of an extended day; joint work with children's mass and school libraries for improving the training and educational process; and preparation for and conducting of a week of books for children and youth.

The Section For Managers of Schools

In this section they should concentrate attention on the specific results of the work of pedagogical collectives to improve training programs, questions of ideological-political, moral, aesthetic and labor education of students, and scientific-atheistic education in nonclass and nonschool work and in the activity of pioneer and Komsomol organizations; they should devote attention to the need to organize an efficient system of a total training-educational process in extended-day groups in keeping with the normative documents of the USSR Ministry of Education and the struggle against formalism in the organization and content of the training and educational process.

The following subjects are also recommended: improvement of intramural control over the condition of labor training, education and occupational orientation of school children; the creation of a system of labor training for students in

schools; the fulfillment of requirements of normative documents concerning labor training and education and protection of labor and the health of students; guidance of methodological work in the schools; the experience in conducting faculty studies on ethics and psychology of family life; providing for efficient utilization of the time of teachers, class leaders, organizers of nonclass and nonschool work and managers of schools; the organization of the provision of hot food and transportation for the students; joint work between the school and the public for strengthening the discipline of the students and preventing negligence and violations of the law; the experience in providing the students of national schools with the necessary literature in the Russian language; the organization of work in the school with books and periodicals; the strengthening of joint work between schools and nonschool institutions; the organization of universal pedagogical training among the population; and joint work of school managers and trade union organizations to improve the conditions for the labor, life and recreation of the teachers.

The Section For Workers in Nonschool Institutions

In this section it would be expedient, taking into account the recommendations of the council on problems of the secondary general educational school, "On the Condition and Measures for Improving the Activity of Nonschool Institutions," to discuss ways of raising the level of instructive-methodological and organizational-mass work to help the schools; experience in strengthening and expanding the interactions among all types of nonschool institutions; the experience in developing a network of all kinds of circles, clubs, sections and divisions and stepping up their socially useful activity; expansion of the scope of training of pioneer-instructors; rendering of systematic assistance to extended-day groups and schools in organizing useful leisure for their students; experience in organization socially useful, productive labor of students in the process of working in production-technical circles; experience in orienting students toward mass labor occupations in the work of the circles; experience in publicizing the activity of nonschool institutions among the population; the work of the nonschool institution to expand ties with enterprises of industry and agriculture and scientific institutions as well as cultural-educational institutions and creative, sports and other organizations of the rayon.

Section For Teachers and Managers of Evening (Correspondence) Schools

Teachers in evening and correspondence schools (both the main teachers and those who are combining occupations) participate in the general subject sections. It would be expedient to discuss separately with this category of teachers the following problems that arise from the specific features of training adults and the peculiarities of the improved training programs for evening and correspondence general educational schools (including the improved program for mathematics which will be introduced during the 1983/84 school year); the experience of the best teachers in increasing the effectiveness of training studies and improving training methods; methods of conducting group and individual consultations with the correspondence form of study; the organization of individual work with adult students; the preparation of students for tests and the peculiarities of tests with night and correspondence forms of study and methods of conducting these tests; and participation in the all-union review: "A Secondary Education For Every Young Worker."

A special section should be organized for managers of evening (shift) and correspondence general educational schools.

The Section For Teachers of Auxiliary Schools

It would be expedient to organize the work of the section in two subsections: for teachers of general educational subjects and for teachers of labor training.

Teachers of special schools for children who are blind, have poor vision, deaf or hard of hearing and children who have had polio and cerebral paralysis, children with severe speech disturbances and children with retarded psychological development will participate in the work of the corresponding sections for teachers of general educational schools.

A businesslike, concrete discussion of tasks facing public education agencies, schools, and nonschool and preschool institutions will contribute to further improving the quality and increasing the effectiveness of training and communist education of the younger generation.

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EDUCATION

GEORGIAN HIGHER EDUCATION OFFICIAL OUTLINES PROGRAM

Moscow VESTNIK VYSSHEY SHKOLY in Russian No 3, Mar 83 pp 48-53.

[Article by G. V. Makatsariya, docent, deputy minister of higher and secondary specialized education, Georgian SSR: "A Comprehensive Approach is Being Taken"]

[Text] The documents of the Communist Party and Soviet government have repeatedly emphasized that the growing scale of development of our economy and the rapid rates of scientific-technical and social progress bring about increased requirements on the quality of training and education of specialists with higher education. The 26th CPSU Congress took note of the successes of the soviet system of higher and secondary specialized education. Still it set the task of improving the quality of teaching and strengthening the link with production. It was emphasized at the Congress that there are many serious problems in the matter of forming a new man, that "success in education is provided only when it relies on the solid foundation of the socio-economic policy" (Materials of the 26th CPSU Congress, Moscow, 1981, p 63). The party has repeatedly emphasized that the country needs businesslike people who can combine competence and enterprisingness with profound devotion to the party and with concern for nationwide interests. It is precisely these specialists, who understand well the essence of the economic policy and who think broadly and in terms of the state that the higher school is called upon to educate.

The implementation of all these tasks requires purposive efforts on the part of the administration, party, Komsomol and other social organizations of VUZ's and all teachers and scientific workers of the higher school, efforts which provide for constant adherence to a comprehensive approach to the formation of the personality of the future specialist.

The implementation of a comprehensive approach in the practice of work involves a solution to the problem of controlling the educational process, that is, purposive organization of communist education as a system. Based on this, the higher school of Georgia is applying the special-purpose-program method for organizing educational work.

In 1974, on the initiative of the Central Committee of the Communist Party of Georgia, for the first time in the country we introduced a well-arranged state system of control over the process of communist education of student youth and

those in training; the Georgian SSR Ministry of VUZ's created the administration of ideological-political and educational work. Additionally, in order to render methodological assistance to the VUZ's and tekhnikums of the republic, a scientific-methods office was formed for teaching social sciences and communist education of student youth. Divisions of ideological-educational work headed by pro-rectors were organized in the VUZ's. The need for further scientific development of problems related to this work predetermined the creation of the scientific-methodological center of the Georgian SSR Ministry of VUZ's and the Central Committee of the Georgian Komsomol regarding problems of communist education of youth. Moreover, the republic formed a social council for coordinating scientific research on problems of communist education of youth under the Central Committee of the Communist Party of Georgia.

The activity of these organizations is arranged in keeping with the "Special-purpose Program for Communist Education of Students in VUZ's and Trainees in Tekhnikums in Light of the Requirements of the 26th CPSU Congress and the 26th Congress of the Communist Party of Georgia" which was developed and approved by the Georgian SSR MinVUZ. This program presumes a dialectical interaction among the following main areas of the work:

the organization of measures directed toward bringing order into the structure of administration of the process of communist education, the selection, placement and training of ideological workers in the local areas, the drawing up of long-range special-purpose programs for communist education of student youth for the entire period of training on the basis of a comprehensive approach;

strengthening of all the political and educational work in the VUZ's, enrichment of its forms, contents and methods in keeping with party requirements, and the implementation of measures that provide for raising the level of ideological-political, labor, moral, international, military-patriotic, legal and aesthetic education of the student youth;

improvement of all educational activity that is directed toward forming a comprehensively developed individual and the establishment of norms and principles for the socialist way of life;

the formation in the students of a Marxist-Leninist world view and an uncompromising attitude toward any manifestations of bourgeois ideology, philistinism, a consumerist attitude toward life, protectionism and other negative phenomena, and the development of a communist attitude toward labor and toward socialist property;

the development in student youth of an internal need and readiness to conscientiously fulfill the duties of a soviet citizen and develop the skills of organizational and political work in labor collectives;

scientific development of problems of communist education of student use, the organization and conducting of scientific-theoretical and practical conferences, and the development of scientifically substantiated recommendations and their introduction into practice in order to further improve the process of communist education.

An indispensable part of the system we have adopted for control of the process of communist education of students is the search for and development of the most effective forms of ideological-political, labor, moral and international education of student youth both in training and in nonclass time. One of these forms is socio-political practice and the theoretical course which precedes it, "The Fundamentals of Organizational and Socio-Political Work in the Labor Collective," which has become a constituent part of the training process.

As sociological research conducted in the Georgian and Kutais polytechnical institutes and Tbilisi university showed, 96 percent of the graduates of these VUZ's who were questioned consider socio-political practice to be a useful and effective form of education.

One of the pieces of evidence of this is the fact that of the 7,800 graduates of these VUZ's in 1981 who appeared at the place of work where they were assigned, 12 percent (936) were elected to party committees and bureaus of local party organizations of industrial enterprises, construction sites, kolkhozes and sovkhozes, and other institutions; 24 percent (1,872) were elected to Komsomol committees and bureaus of Komsomol organizations; 32 percent (2,496) are propagandists in the network of party and Komsomol education and agitators; 24.5 percent (1,911) are actively participating in independent artistic activity and mass sports work. Thus 92.5 percent of the graduates who appeared at their places of work engaged actively in the socio-political life of their labor collectives.

Such a form as extracurricular experimental production practice is extensively utilized: sending the students who are members of the CPSU for two months of practice to the obkoms, raykoms and gorkoms of the party, and Komsomol members to the raykoms, gorkoms, obkoms and central committees of the republic Komsomol, and also to the DOSAAF, libraries and creative organizations.

In order to improve the structure of administration of the process of communist education, Georgian VUZ's have created an institute of mentors of student groups consisting of teachers in profile departments. This contributes greatly to improving individual work with each student, acquainting them with the scientific interests of the profile departments, that is, directly with the problems of the selected occupation, forming a solid student collective, selecting an aktiv that is able to work and have authority, and creating a situation of comradely mutual assistance and demandingness in each academic group.

In a number of VUZ's (Tbilisi university, the Georgian and Kutais polytechnical institutes, the Tbilisi pedagogical institute, the Georgian agricultural institute and others) we have many exemplary academic groups that are functioning on the basis of self-administration. The success rate in them is 100 percent, more than half of the students are honor students, there is not a single violation of discipline, and the students participate actively in the socio-political and scientific life of the VUZ.

In our opinion one should take measures to increase the prestige of the honor students and also students whose grades are above average. To this end it is intended to enlist these students (especially senior classmen) as experts on questions of improving and streamlining training programs in specialties, and, with their assistance, developing self-administration in the groups.

Primary significance is attached to the formation of a Marxist-Leninist world view among the students during the training process, primarily in the process of teaching social sciences. In order to increase the responsibility of every worker of the departments of social sciences for increasing the effectiveness and quality of teaching and scientific research, the republic has introduced and annually conducts socio-political certification of the professor-teaching staffs of the departments of social sciences.

Systems for improving the qualifications of teachers of social sciences also play a great role here. Under the 10th Five-Year Plan in institutes for increasing qualifications in the leading VUZ's of the country and also through temporary duty at base departments of Tbilisi university and scientific research institutes of the Georgian SSR Academy of Sciences, all of the teaching staff of social sciences departments have increased their qualifications. Moreover, a permanent republic seminar, "Crucial Problems of the Domestic and Foreign Policy of the CPSU and the Developed Socialist Society" has been created for these teachers under the Georgian SSR MinVUZ. Party and soviet management workers and imminent activists in science, literature and art speak to the participants in the seminar.

One of the results of all this work is the fact that during the last training year 76.2 percent of our students passed the examinations in social sciences with "excellent" and "good."

In recent years our ministry has been devoting a good deal of attention to the philosophical training of students during the process of teaching special and general theoretical disciplines. To this end special programs have been developed which envision the posing of problems of a philosophical nature in all lecture courses.

One of the most important parts of the entire complex of communist education of students is labor education. It envisions instilling a love for labor and forming study habits as the major kind of labor of students during the period of their training in the VUZ and a means of professional improvement in the future. As we know, labor activity of the students is carried out in the following basic spheres: mastering knowledge during the training process, participation in scientific research, production and socio-political practice, and the third labor semester.

With each year our students are enlisted more extensively in scientific activity, carrying out research on subjects related both to the state budget and the economic agreement. At the end of 1977 69.5 percent of the students in day training participated in all forms of scientific research work, in 1980 this indicator rose to 83 percent, and in 1981--to 90 percent. At the present time in the VUZ's of the republic there are 26 student design bureaus and research laboratories in operation, which join together more than 2,000 students. The number of real course and diploma projects is increasing. In 1981 VUZ students received 22 authors' certificates.

A very effective means of enlisting students in scientific activity is their work at experimental-design and experimental bases of profile departments. Tbilisi university already has a production base in its scientific research

institute of high energy physics, and an experimental plant is being created at the Georgian Polytechnical Institute. Under this five-year plan it is intended to organize an interVUZ service center for scientific research at Tbilisi university. All this will contribute to a situation where beginning with the first course the students will become accustomed to developing real research subjects.

Student construction detachments have become a real school of labor, political and organizational tempering of youth. In 1982, 15,800 students of VUZ's in the republic participated in the 3rd labor semester. They assimilated 26.3 million rubles. New forms of detachments appeared--the students work without pay at archeological diggings, and they have formed detachments for restoring historical monuments, five scientific design detachments, and so forth.

The practice of concluding long-term contracts between VUZ's and ministries and departments has become widespread in our republic, in order to utilize student construction detachments and detachments for nonconstruction purposes for work in certain branches of the national economy in keeping with the plan for the economic and social development of the republic under the 11th Five-Year Plan. Forms and methods of international education of VUZ students are being improved and enriched with new content; this is carried out on the basis of the unity and indivisibility of training, training-research and socio-political work.

Moral education occupies one of the central places in our system. We devote a great deal of attention to purposive and systematic influence on the awareness and behavior of students in order to instill in them moral qualities that correspond to the ideals, principles and norms of communist morality and the socialist way of life. A most important task for moral education is to form an active position in life--an indispensable part of the socialist way of life and a most important indicator of a qualitatively new type of individual.

A large role in ideological-moral education is played by education in traditions. A result of the activity of the system of ideological work that exists in VUZ's of the republic are the new student rituals, holidays and traditions--such as "Student Days," "Initiation of Students," "Labor Holiday," "Youth Spring," "processions of graduates," and so forth. Each year the republic holds a student assembly where the student youth meet with leaders of the party and government of the Georgian SSR.

"Student Days" are very popular in the VUZ's. This is a mass international review holiday, a new tradition of the students of soviet Georgia. Their program includes tests in Leninism, certification from experimental production practice, evenings of international friendship, festivals of student theater collectives, reviews of independent artistic work, competitions, photography exhibits, film festivals, exhibits of the artistic creativity of the students, meetings with delegates of party congresses, deputies of Supreme Soviets, Heros of the Soviet Union and Socialist Labor, leading production workers, leaders of ministries and departments, and representatives of science and the creative intelligentsia, as well as trips to places of military and labor glory of the Soviet people.

Last year the students of Georgia dedicated this remarkable youth holiday, in which 45,000 students of the republic participated, to the 60th anniversary of the founding of the USSR. The "Student Days" took place under the motto: "Let us continue the best traditions of the older generation which is selflessly devoted to the cause of the party and the people."

Delegations of students from VUZ's of the sister republics traditionally participate in the Student Days. In 1982 our students received 60 delegations of student youth from the union republics.

An indispensable part of communist education of students is the study and formation of the public opinion of students and accounting for their wishes. To this end we extensively utilize television and conduct debates, conversations and sociological research. Problems of education and training cannot be successfully resolved apart from the overall way of life of the future specialist or without concrete information about the results of education that is obtained by means of special applied sociological investigations. Therefore at Tbilisi university they have created a center for studying and forming the public opinion of students. It has already conducted research pertaining to problems of the morality, ideals and position in life of the young person, the selection of an occupation, the attitude toward training, the participation in scientific research work and social activity, culture and leisure. The study of the arrangement of ideological-educational work in the VUZ and its evaluation by students contributes to eliminating bureaucratism and formalism in this work.

We devote no small amount of attention to legal education and training of students. All VUZ's of the republic have such a new form of legal training as students' honor courts which are elective agencies that deal with cases of violation of discipline, failure to fulfill the student duty, violations of order in the dormitories and so forth. The sessions of the students' honor courts are conducted in the presence of the parents of the accused students, members of their academic groups and courses, and also workers of internal affairs agencies, the procurator's office and the courts. The students' honor courts function in departments and dormitories and are an effective form of educational work. The main criteria for their activity are adherence to principle, uncompromisingness, and concern for the establishment of the personality of the individual and his future. The students' honor courts play a large role in preventing legal violations.

An analysis of the work for communist education of students conducted in recent years in the Georgian SSR shows that the introduction of a state system of control over the process of communist education in the republic has contributed to strengthening the dialectical unity of the processes of education and training, to efficiently coordinating all ideological-political and educational work, to increasing the social activity of the students and to strengthening socialist labor discipline.

The criterion of the effectiveness of all the work we have done is the degree to which it corresponds to the requirements of the 26th CPSU Congress, the November (1982) Plenum of the CPSU Central Committee and the provisions and points contained in the speech at the Plenum by General Secretary of the CPSU Central Committee, Comrade Yu. V. Andropov.

In the accountability report of the Central Committee of the Communist Party of Georgia to the 26th Congress of the republic Communist Party, the candidate member of the Politburo of the CPSU Central Committee, First Secretary of the Central Committee of the Communist Party of Georgia, Comrade E. A. Shevardnadze noted: "The experience in the functioning of this system has proved that it is viable and quite effective despite the fact that it was introduced for the first time only recently" (Materials of the 26th Congress of the Communist Party of Georgia, Tbilisi, 1981, p 21).

The modern stage of communist construction requires further improvement of the entire matter of training and education of future specialists. Summing up the results of the 60 years of development of the USSR, the Communist Party set a number of new tasks in this area. "A permanent task, whose significance remains is the education of soviet people in the spirit of mutual respect and friendship of all nations and nationalities of the country, love for our great soviet homeland, internationalism, and solidarity with workers of other countries," said General Secretary of the CPSU Central Committee, Comrade Yu. V. Andropov, at the festive meeting dedicated to the 60th anniversary of the founding of the USSR. "All party and Komsomol organizations, soviets and trade unions, and our armed forces, which have always been a good school of internationalism, are called upon to carry out this task. This should be the daily concern of all the country's training institutions."

The effectiveness of the activity of the modern specialist is measured by how fully and energetically he can apply acquired knowledge in practice. And here it is important not only to have the corresponding skills, methods and devices, but primarily such qualities of personality as ideological conviction and awareness, initiative and responsibility, discipline, adherence to principles and a sense of duty. The importance of these qualities become especially clear when one keeps in mind the social and moral consequences of the decisions made by specialists.

In our opinion, there is now a need to change all VUZ's over to a unified system of planning and programming educational work on the scale of the country and to develop a structure that takes into account the complex of indicators of the program, which will make it possible in the future to automate the system of control of these processes.

Today's highly skilled specialist is not only an expert in his own business, but also a true collectivist, an organizer and educator of the masses, not only the performer of particular socially necessary functions, but also an active creator of them. It is precisely in extensive social activity and in its communist content that the socialist way of life of the soviet specialist is manifested most clearly.

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