ОБРАЗ СОВЕТСКОГО СТУДЕНТА 1950-1980-Х ГОДОВ

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Modern Russian students do not live through the best times, the quality of education has substantially decreased, students enter higher educational institutions not to receive education, but to get a prestigious job in the future, to gain imaginary recognition, etc. In this regard it seems relevant to consider what the students of 1950-80s were like, how they lived, what they aspired. This era is considered exemplary in the sphere of receiving higher education in our country.

One of gertsenovsky students of that time N.A. Sukhonina remembered: “And now about the main thing — about teachers. I knew and later did not hear anything better than their lectures. I left lectures loaded, overfilled, the head and the body appeared to become heavier. There is a wish to speak about every teache” [2, p. 3].

Let's consider the memoirs of one more gertsenovsky student Z.A. Bogateev: “We were lucky to be taught by the true scientists, intellectuals of the old school who endured severe years of repressions, wars, the blockade, who imbued many forces and much health into the rescue and education of the children and who managed to keep belief in the better future, a science triumph … It is their example, objective assessment, benevolent relation that imparted love to the profession selected by us, the desire to perfect ourselves it, to master skills” [2, p. 4].

As we see, students treated teachers with extremely respect.

Public work of that time is of interest to a researcher, too. The Soviet researcher L.Ya. Rubina in the work “The Soviet students” remarked that “public political activity of students was very important. Carrying out it, students made a
real contribution to the social and political development of the society” [4, p. 136-137].

A very important and interesting source on a subject can be found in Komsomolskaya Pravda of February 1, 1959. The authors of the article were the students of the Voronezh teacher's college Yu. Poluektov and N. Glazkov.

They wrote: “Many students reacted with mistrust to the message that the theater ensemble of the teacher's training institute was preparing for the performance of “Hamlet”. At last, December, 24 came. Since morning those who were eager to attend the premiere besieged the Komsomol committee trying to get invitation cards. The Voronezh theater has never staged Shakespeare. Music began to sound. The hall became silent watchfully. And here the heavy velvet of the curtain slowly crawled in sides. On the student's stage one of the most remarkable tragedies by Shakespeare began … The audience met the end of each scene with the storm of applause. During the intermissions there were brisk talks. Nobody was indifferent. The performance came up to the end, "Requiem" by Mozart sounded. The audience gave a standing ovation. Now there are rehearsals in coterie again – our actors are preparing for performances in front of the young workers and rural youth of the region” [3, p. 4].

In the article memoirs “We lived like in a communist society …” we read the following lines: “At week-ends cultural events took place. Every Sunday in the foyer of the hostel dances were arranged … We danced … To fast folklore songs and slow waltzes” [1, p. 2].

These quotes give us a clue how students were able to have fun and get pleasure participating in such peculiar public life. And it is necessary to notice that these dances took place in the hostel. Students danced waltzes which is illustrative of their rather high cultural level.

In the memoirs of the first secretary of the Central Committee of the All-Union Leninist Young Communist League “Uneasy heart” V.E. Semichastny gives us interesting information. He remarks that “independence, high responsibility of Komsomol was shown during the Youth and Students Festival in Moscow in 1957” [5, p. 48]. And further he describes everything that the students made for this event including preparatory activities and volunteering.

Thus, the students were an active layer of the population participating in public life including different forms from theatrical performances to large international actions. In the considered sources there are no examples of passivity. Students took part in the events quite consciously with the purpose to benefit to the society. The students of the 1950-1980s were respectful to the senior generation that was really able to teach them. The students of that time are thought to be a good example for our generation.
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