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**THE CONTENT OF THE NEWSPAPER
“THE SOVIET STUDENT” (“RADIANSKII STUDENT”)
AS THE ALGORITHM OF FORMING HOMO SOVIETICUS**

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The article deals with the problem of modelling so called “Homo Sovieticus” with the help of soviet propaganda on the pages of printed periodical editions at Kamianets-Podilskiy State University. Founded by Ivan Ohienko, Kamianets-Podilskiy State University up to the 1939th was the stronghold of Ukrainianness, but after the Bolshevik forces grabbed Podillia, they began educational work, especially among the students. Soviet propaganda was spread through the newspaper “The Soviet Student” which was printed at the University. This newspaper become the platform for the modelling of “right” personality who would be ready to build the Soviet Union.

Key words: propaganda, Homo Sovieticus, newspaper, methods, manipulation, Podillia, Soviet Union, agenda, modelling.

Formulation of the problem. The development and formation of any society requires some progressiveness: moving it through certain stages in the formation of a system of communicative interaction, when all social levels are subordinated to one idea. The most socially active and the most morally labile are the youth, the vast majority of which focuses in higher education institutions. Kamianets-Podilskiy State University was one of the largest centers of youth in the border area (in the early twentieth century Kamenets-Podilskiy was a border town). In this context, it was the university that became the center where communist propaganda could form a powerful youth center, which in the future would form the basis of the communist link in the Podillya region.

That’s why the “right” information atmosphere provides unlimited opportunities for influence on consciousness in order to form an active social layer, which will set the general social direction of ideological development of the whole society. At a time when the only source of information were periodicals editions, only this communication channel becomes the point of reference that will give an opportunity to form the information vacuum in which the “right” social layer could be modelled.

The purpose of the study is to analyze the content of the newspaper “The Soviet Student” (“Radianskyi Student”) as the algorithm of modelling “Homo Sovieticus”. The agenda that were formed with the help of this newspaper was the strict reflection of the USSR strategy of modelling “Homo Sovieticus”.

Analysis of recent research and publications. The basis of the work is the writings by authors who made the researches in the field of media, psychology and sociology. Investigation of features of propaganda using in mass media information, the influence of propaganda on the formation of consciousness were researched and continue to be researched by such scientists as I. Krupsky¹, N. Sydorenko¹ and others. At the same time, researching periodicals that have all-Ukrainian and regional spreading, the researchers lived behind attention those periodicals, that, in spite on the concentration of socially active youth in higher educational establishments, had perhaps the most powerful influence on its consciousness modelling.

The relevance of the chosen topic of the study is that today the phenomenon of propaganda in modern media has become somewhat different (more veiled), which, however, has not diminished its role in influencing human consciousness and self-consciousness. And given that today Ukraine is in a state of information attacks (as a part of hybrid war) from other countries, the study of strategies of manipulative influence is relevant and timely.

The results of the research. Kamyanets-Podilskyi State University, which was opened in October 1918th, became not only educational but also a cultural center of Podillya. In my research about the role of periodicals in University life, I emphasized on this fact, that “Planning for the opening of the University, Ivan Ohienko appealed to various private and state institutions to donate books for formation the university library. Emphasizing on the Academic character of the Institution, Ivan Ohienko did not pay attention on the need to form internal channels of communication. Of course, The University Library was regularly updated with printed periodicals editions from Ukraine and from abroad, that today consists a rich archival the University Fund. And the direct patriotic upbringing of student youth laid on the shoulders of teachers”².

The Bolsheviks, understanding the authority of periodicals editions as a source of information, paid considerable attention to the problem of newspaper information for student youth. “By the end of the 1920s, the vast majority of higher educational institutions had their own periodicals editions, the main ideological task of which was to comprehensively educate individuals with the oppressed a sense of nationality, but with keen cosmopolitanism looks. For example, until 1921st, periodical editions based at universities consisted mainly of scientific, informational and entertaining materials (at least, magazine “Kharkiv Democritus”), then in the late 20’s the university periodicals were full of reviews, reports, notes, articles, feuilletons and pamphlets, the headlines of which contained those behavioral stereotypes that should be shared with the members of

¹ Krupsky, I.V. (1995), *National patriotic journalism of Ukraine (second half XIX – the first quarter of the twentieth century)*, Lviv, 184 p.

² Sidorenko N. M. (2000), “*National-spiritual self-affirmation*” Part 2: *Press of Interned Ukrainians and civil emigration (Czech Republic, Poland, Romania, Egypt, 1919-1924)*, Kyiv, 262 p.; Sidorenko N.M. (2000), “*National-spiritual self-affirmation. Part 3: National magazines in the “camp space” of Europe after the end of the Second World War (Italy, Great Britain, Germany, Austria, 1945-1950)*”, Kyiv, 160 p.

the community: “Challenge accepted!”, “To the victory of communism”, “Ideal weapons of collective”, “Report of our Komsomol members”...” and so on³.

However, in Kamyanets-Podilskyi State University, the student newspaper “Soviet Student” appeared in 1956. By that time, student agitators were spreading either one-day living editions or periodicals, but in reality, after 2-3 issues, they ceased to exist.

Being in the maelstrom of national liberation events, the university does not due to the fact that there were a large number of periodicals in the city (trying to keep their editions in the uncertain military and political times, the publishers moved their editions to Kamianets-Podilskyi, because it was borderline city, and in the event of full-scale hostilities, it would be possible to save property quickly by crossing the border; in addition, the city in 1919th became the actual capital of Ukraine, which caused the newsmen to be interested in the city, since they could be in the center of events here), but remained away from the main information flows. Students sought information by themselves in periodical editions, in conversations on the streets, in propaganda and underground publications that were actively distributed to student youth.

Having grabbed Kamianets-Podilskyi, the Bolsheviks, in the first place, started with forming of their own propaganda system, using the rhetoric traditional for the war and post-war time formula: “those who are together with us, are our friends, those who are against us, are our enemies”. The dividing of the population into “friends” and “enemies” gave others the opportunity to form so-called “unions of the elected” in order to reach them, it was necessary to overcome the system of obstacles, which made the result difficult to reach, but very desirable.

For the purpose of informing and propaganda in the student environment the newspaper “Soviet student” was founded, responsible for the issue of which from the rectorate was appointed Valentina Sapun, later into editing of the newspaper was engaged Polycarp Svider and Anatoly Gavryshchuk.

Before the university newspaper appeared, the general ideological course of the state (by that time the Soviet Union) was clearly formed. The main task of the student newspaper was to support the clear conviction that the government was pursuing the right political course, as well as publicly branding those who did not fit into the system of Soviet beliefs about the ideological orientation of the youth. In accordance with this task, a strategy for the formation of behavioral stereotypes, which were built not so much on the basis of cosmopolitanism, but on the tolerance of rejection of national identity as a category inherent in a limited non-progressive population, was clearly developed.

Any stereotype is a set of specific markers that are decisive in formulating a strategy for developing a particular social layer, or society as a whole.

Cosmopolitan stereotypes (which were actively associated with Bolshevik, and later (since 1937) with the communist-oriented government) are emotional, picture-bright, but internally abstract, generalized, substantively simplified, flat (though they claim to be comprehensive and absolutized) are evaluative images of the “typical” representatives of other ethnic groups. «They are formed on based on the one-sided subjective and over-emotional perception of members of another ethnic group through the absolutization of

³ Pochapska-Krasutska O.I. (2011) “Beneficial” personality and features of its formation with students’ printed periodicals. Ivan Ogiienko and Modern Science and Education: scientific collection, Kamianets-Podilskyi Ivan Ogiyenko National University, Kamianets-Podilskyi, Pp. 231.

one or more behavioral qualities, that they are directly linked to any outward contrasting features as compared to their own nation”⁴.

At the same time, Bolshevik cosmopolitanism was reduced to erasing nationally identifying features. Model of behavior that was formed on the antithesis “Friend” – “enemy”, became the basis for the accumulation of information efforts that should be true in the highest instance for the readership. The basis of antithesis, commonly used by communist (and especially) student media, usually consisted of one or more pronounced features characteristic of “them” as opposed to “us”. These could be: a different look (appearance, facial features, manner of dressing and etc.), socio-cultural attributes (other language, customs, traditions, etc.), religious beliefs, or socio-economic structure, political order, or ideological doctrine.

According to these categories, the concept of national identification was formed, which formed the understanding of the poles “small homeland” (a place where a person was born, and which had no meaning for its formation and development) and the “great homeland” (territorially political formation – the USSR, which gave the person an opportunity to live, develop, work, but to the extent that it does not begin one way or another to threaten this territorial-political formation).

Based on the slogan “Proletarians of all countries, unite!”, Communist (and until 1937 – the Bolshevik) party tried to unite society on the basis of the so-called “union” idea – the idea of cosmopolitanism. It was the same slogan created a kind of “psychological fashion – it became fashionable to be like everyone in the the newly created state”⁵.

According to this position, it became extremely necessary to hang labels to those who in one way or another differed from the total mass. Accordingly, the media publicly ridiculed and branded such people, forcing the rest to fear public condemnation. So, for example, in the newspaper “Soviet student” from the date of its foundation, and up to the reorganization and transformation into the Student Meridian newspaper, there was a barbed line section, where in a sharp satirical form they made fun of a person’s inability to fit into the common Soviet system and clearly prescribed canons of the concepts of “good” and “bad”. In particular, in the publication “Look at the stylish-man” we read: “3rd year student of Physics O. Mershon was surprised their classmates not only chase after “stylish” clothes, but also light-hearted pranks, parasitic lures”⁶. Under the publication, a cartoon was posted on a student of O. Mershon, in which he was depicted wearing Soviet-style outfit, at a table with a glass of wine and a cigarette.

Diary of a classmate, O. Mershon, signed by the pseudonym “G. Correspondent” testify that O. Mershon never actually consumed alcohol or smoked cigarettes because he was allergic to tobacco and alcoholic, but always liked to dress outside the box (that is, he liked to look “otherwise”). And “otherwise” could afford to look who had access to information about what might have looked different (that is, breaking the boundaries information vacuum), or disagreed with the existing ideological system, and therefore at all costs sought to overcome the information vacuum.

⁴ Sidorenko N.M. (2000), “*National-spiritual self-affirmation*” Part 2: *Press of Interned Ukrainians and civil emigration (Czech Republic, Poland, Romania, Egypt, 1919-1924)*, Kyiv, P. 231.

⁵ Sidorenko N.M. (2000), “*National-spiritual self-affirmation*” Part 2: *Press of Interned Ukrainians and civil emigration (Czech Republic, Poland, Romania, Egypt, 1919-1924)*, Kyiv, P. 232.

⁶ Sidorenko N.M. (2000), “*National-spiritual self-affirmation*” Part 2: *Press of Interned Ukrainians and civil emigration (Czech Republic, Poland, Romania, Egypt, 1919-1924)*, Kyiv, P. 232-233.

Similar publications in the Soviet Student newspaper were interspersed with reports of how well and well-being in Soviet society was, as well as information about the achievements and rewards of those representatives of the Soviet society who were not trying to change their own behavior stereotype, but work for the benefit of the state mechanism. That is why reports about opening exhibitions, museums, celebrating anniversaries, winning various competitions, fast execution and exceeding the set goals were traditional. The heroes of such publications were to become the kind of reference points on which the whole society as a whole and the student youth in particular (as a driving mechanism of society) should be equal.

For example, in the publication “Red Ribbon of the Golden Anniversary”⁷ is about the opening of the University History Museum. This post is from a mandatory attribute – a photo of smiling people, who are satisfied not only with their work but also with their lives in the USSR.

Internationalizing and cosmopolitanizing society, the leadership of the USSR actively used interethnic exchanges with other brother’s universities republics. Therefore, information about such exchanges was an indispensable attribute and student edition of the Soviet student. For example, in the publication “We like everything here: at an international friendship evening”, a report from introductions of an interview about students from the Republic of Bashkortostan at Kamyanets-Podilskyi University, where, of course, positive feedback from the student and their enthusiasm for the development of education in Kamianka-Podilskyi are presented.

Such publications are designed to form a system of comparisons in the minds of the newspaper audience. That is, the thesis is being actively promoted: “If we get carried away, then we are the best”. Moreover, in similar publications, used an ending (as a kind of conclusion) where foreign students or state that studying at such a university is a dream of their whole life, or they talk about how they envy students who are able to study at such a university and at such teachers. For example, in the article “We like everything here: at an evening of international friendship”, we read (as a conclusion) the words by foreign student, Bashir Shek Muhammad: “*We liked everything very much. Not only me – all of us. We have always been friends with the Soviet youth and will remain friends forever. I say this not just from myself, but from our entire organization. We like everything. And as for the institute, I would happily study here. And not only I – my colleagues express the same thoughts...*”⁸.

A similar involvement in the coverage of events by student periodical editions formed a kind of information vacuum, where there is not so much lack of information as there is no supply of alternative information. And, to the balance of opinions are achieved through critical publications, which are organized in the image of the internal enemy of the state (a prerequisite is that the internal enemy must somehow imitate the features of the external enemy).

Conclusions. The thematic structure of publications covered almost all areas of student life. However, all publications are characterized by a positive perception of Soviet reality, work on the correction of errors, as well as the formation of a systematic work on the correction of the errors of those members of society who other reasons went against the organized system of relations in the soviet to society. To those representatives of society who were not amenable to systematic re-education, the state brought up a non-tolerant

⁷ Soviet Student (1958), “*Barbed rows*”, January 1st. 1958. P. 3.

⁸ Soviet Student (1971), “*Red anniversary golden ribbon*”, February 25, p. 2.

attitude. For example, consider the system of publications from one issue of the Soviet student newspaper: “More attention to public work”⁹; “Call accepted”¹⁰; “The ideological weapon of the collective”¹¹; “Barbed Rows”¹²; “Report of our Komsomol members”¹³; “Started successfully”¹⁴.

That’s, we can say that the thematic system of publications in the newspaper “The Soviet student” is aimed at forming a stereotypical perception of reality according to the algorithmic “who is not with us, he is against us”. Any departure from the system, any attempt to stand out (even through developing your own style in clothes) were immediately punished by hanging labels through the media, public condemnation, which, in effect, “gave good” to the newspaper, and boycotting.

Leaving no room for other types of information to penetrate, periodicals were first formed by the Bolshevik Party and then by the Communist Party a clear algorithm that dictated the conditions for the development of the behavioral stereotype of readers. According to him, the reader had to formulate the main strategies of its progressive development within the USSR.

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⁹ Soviet Student (1958), “We like you all: at an evening of international friendship”, June 12th, P. 4.

¹⁰ Soviet Student (1958), “More focus on community service”, January 19, P. 1.

¹¹ Soviet Student (1958), “Call accepted”, January 19, P. 3.

¹² Soviet Student (1958), “Ideological weapons of the team”, January 13, P. 3.

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КОНТЕНТ ГАЗЕТИ «РАДЯНСЬКИЙ СТУДЕНТ» ЯК АЛГОРИТМ ФОРМУВАННЯ «НОМО SOVETICUS»

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У статті йдеться про особливості моделювання «Номо Sovieticus» студентською періодикою. Кам'янець-Подільський державний університет, який заснував Іван Огієнко у 1918 році, із приходом більшовиків став одним із механізмів становлення тоталітарного режиму в його глобальному і локальному проявах.

Аналізуючи контент газети «Радянський студент», авторка акцентує увагу на тому, що тематичне наповнення кожного номера видання максимально точно відображало загальний внутрішньо- і зовнішньополітичний напрямки розвитку СРСР. Зокрема, активно підтримувалися і деталізувалися такі феномени, як зовнішні й внутрішні вороги, проти яких населення СРСР мусило об'єднатися, аби «не дати можливості зруйнувати підвалини соціалістичного устрою», який вважався ідеальним різновидом суспільної формації. Серед студентської молоді вишукувалися і активно засуджувалися ті, чий зовнішній вигляд не вписувався в межі радянської «норми». Відтак, у деталях висвітлювався хід засідання комсомольського зібрання, де такого «інакшого» публічно засуджували, позбавляючи звання комсомольця. Окрім того, заохочувалося писання фейлетонів і памфлетів, де типізувалася, висміювалася і засуджувалася проблема інакомислення.

Для формування образів зовнішніх і внутрішніх друзів активно використовувалися репортажі про здобутки радянських студентів, а також подавався схвальний відгук студентів з інших країн чи регіонів СРСР про кожен конкретний університет, в якому друкувалося періодичне видання.

З виховною метою подавалася інформація про передовий досвід, про кращих випускників вузу, а також про дружню допомогу СРСР країнам-союзникам.

Таким чином, авторка приходить висновку, що газета «Радянський студент», як і більшість періодичних видань СРСР, були своєрідними інструкціями-пам'ятками про те, як повинен поводитись гідний громадянин СРСР, формуючи цілком конкретний поведінковий стереотип, як своєрідний критерій для розуміння бінарних опозицій «свій» – «чужий», «друг» – «ворог», «добро» – «зло».

Ключові слова: пропаганда, Homo Sovieticus, газета, методи, маніпуляції, Поділля, Радянський Союз, порядок денний, моделювання.