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Historical and pedagogical experience of the formation of the educational system of the Primorsky special school

Историко-педагогический опыт становления воспитательной системы Приморской специальной школы

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Abstract

The article presents the results of historical and pedagogical analysis of the educational system of the Primorsky special school. *The purpose of this work* is to analyze the experience of the formation and development of the adaptation system of juvenile delinquents in a special school. In the late 1960s and the first half of the 1970s, this experience was completely new in the educational system, since there were no such types of educational institutions in Soviet practice, so there was a need to find new methods to achieve educational, educational and rehabilitation tasks in work with difficult teens. This article analyzes the emerging techniques and methods of educational and social and adaptation activities of adolescents in a special school in the 70s of the twentieth century. *Results.* The experience of the formation of the educational system of the Primorsky special school is described, the mechanisms of the successful functioning of special schools are shown, the specifics of the

Аннотация

В статье представлены результаты историко-педагогического анализа воспитательной системы Приморской специальной школы. *Цель данной публикации* заключается в анализе опыта становления и развития системы адаптации малолетних правонарушителей в специальной школе. В конце 1960-х – первой половине 1970-х гг., этот опыт был абсолютно новым в системе образования, поскольку подобных типов образовательных учреждений в советской практике не было, поэтому возникла необходимость поиска новых приемов и методов для достижения учебных, воспитательных и реабилитационных задач в работе с трудными подростками. В данной статье проанализированы сформировавшиеся приемы и методы учебно-воспитательной и социально-адаптационной деятельности подростков в специальной школе в 70-е годы XX века. *Результаты.* Описан опыт

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relationship between teachers, educators and pupils are highlighted.

Keywords: educational system, special school, deviant behavior, difficult teenagers.

Introduction

Russian school practice is interesting for its unique pedagogical experience, which is becoming extremely demanded in conditions of updating education and searching for ways to improve it.

S.T. Shatsky, V. N. Soroka-Rosinsky, A.S. Makarenko, teachers of the early twentieth century, made a huge contribution to the history of Russian pedagogy by developing effective systems of labor and collective education with social orphans and difficult children. A large number of domestic and foreign studies are devoted to this experiment, which shows the interest, relevance and relevance of these studies today. Meanwhile, the educational systems of special schools of the second half of the twentieth century for the domestic history of education, as before, remain beyond the boundaries of analysis. There are objective reasons for this; actively developing Soviet society did not recognize the facts of the existence of difficult children, juvenile delinquents and special educational institutions for them.

Despite this, today the names of educators who, living in the Russian outback, performed an everyday ascetic feat, are becoming known; they, not being favored by the authorities and researchers, worked with children with a difficult fate in special educational institutions.

Methodology and research methods

To analyze the topic at all stages of the study, methods of historical analysis of facts and materials that reflect the development of the educational system of the Primorsky school were used; logical analysis, systematization and synthesis of theoretical data and facts were used. In this work, the sources used were materials from the State Archives of Primorsky Krai (GAPK), periodicals or personal testimonies of eyewitnesses or their participants.

становления воспитательной системы Приморской специальной школы, показаны механизмы успешного функционирования спецшколы, освещена специфика взаимоотношений между учителями, воспитателями и воспитанниками.

Ключевые слова: воспитательная система, специальная школа, девиантное поведение, трудные подростки.

Materials of the State Archives of Primorsky Krai are represented by various documents. They include information from special commissions of the regional department of public education on the verification of the educational activities of the Primorsky Special School for 1968-1991 (F.7. Op. 9. D. 298. L.13), analytical reports of inspections that reflect various areas of the special school: educational work, teaching subjects, organization of leisure for schoolchildren, labor education, ensuring the safety of life of schoolchildren, the work of the Board of Trustees on the speedy adaptation of graduates to new life (F. 7. Op. 9. D. 385). Part of the archive materials on the passage of the contingent of pupils gives an idea of the arrangement of the former pupils after being in a special school, employment, home life, etc. (F.7. Op. 9. D.449; F.7.Op. 9. D. 522). Archival materials of the public education department of the Primorsky Territory Executive Committee also include materials on the results of inspections of the regional and district prosecutors (F.7. Op. 8. D.762).

Literature review

In the domestic history of education, studies describing the experience of special educational institutions with difficult or deviant children in Russian pedagogical science, with rare exceptions, are virtually absent (Kara, 2014; Nadtok, 1996). To a greater extent, the attention of researchers was attracted by the phenomenon of deviant behavior of children and adolescents and examined in sufficient detail by such psychologists as: Badmaev S.A. (1999), Belicheva S.A. (1994), Vygotsky L.S. (1983 a, b), Goneev A.D. (Goneev, Lifintseva and Yalpaeva, 1999), Kashchenko V.P. (2000), Lichko A.E. (1983) and others. Types of deviations, forms and methods of working with children of deviant and destructive behavior are widely represented in the works of the following authors: Galaguzova M.A. (1994), Gilinsky Ya.I. (2004), Rozhkov M.I. (2001), Trifonov V.V.

(1993), Schneider L.B. (2005), Rostovskaya, S. N. Fomina (2020) and others, as in foreign researchers: McCarthy K. (2005), Obrien M. (1996), Wieckowski E., Hartsoe P., Mayer A., Shortz J. (1998) and etc.

Meanwhile, the experience of organizing special educational systems for children with deviant or difficult behavior is of undoubted interest.

Research results

According to a number of researchers, the basis for correction of minors was labor education until the mid-30s (Kara, 2014), however, the main emphasis in educational work with juvenile offenders was shifted to repressive measures from the middle of the 30s to the middle of the 60s.

In accordance with the Decree of the Council of Ministers of the RSFSR of October 2, 1964 No. 1233, children and adolescents with deviant behavior were to be educated in special educational institutions of a closed type. The peculiarities of the functioning of this system consisted, on the one hand, of its closure for free communication of difficult teenagers with their peers outside the educational institution, and, on the other hand, of juvenile offenses that could not be held in the penal colony or in juvenile colonies by virtue of the Criminal Code of the USSR. As a result, this situation gave rise to the institution of special schools, which had an alternative character: either to be in a colony for juvenile delinquents (they were not kept with adults) with a special regime (armed guard), or to freedom.

The next task was for the Primorsky school (PS): with the new system being introduced, find new forms and methods of working with children and adolescents so that the only way out was adaptation to new realities and social rehabilitation.

A special school in the Primorsky Territory was opened on June 21, 1968 (Order of the Minister of Education, 1968). The school was for 160 people. Its placement was planned on the basis of the buildings of the May Orphanage in the Chernihiv region not far from Lake Hanki, however, events on the Damansky Island prevented this. As a result, the school was in the village of Novopokrovka of the Krasnoarmeysk district until the move to Ussuriysk in 1975.

From the very beginning of its existence, the Primorsky Special School was in a difficult situation. The existing system in conducting

educational work with adolescents did not yet exist. Extracurricular educational work with children and adolescents was carried out at a low level. The forms of work of the educators were very monotonous and basically came down to conducting conversations. Instead of a reasonable occupation of leisure, daily drill training was practiced. Films were shown two to three times a week, but no educational work based on the content of the films watched was conducted. Little attention was paid to creating a healthy collective asset. The created council of pupils, which included group commanders and chairmen of various student commissions, often included students who did not enjoy authority and who committed violations. The socialist competition between classes and schoolchildren, organized since January 1971, was not carried out systematically, because the students did not understand its essence.

Thus, the existing educational work was ineffective. This was evidenced by the extremely low discipline of the pupils. In 1970, the students were completely 112 misconduct and gross violations of discipline. 161 students participated in misconduct. 19 pupils took part in committing petty thefts in the cafeteria, workshops, library, pantries and other premises of the school. 10 pupils in 4 episodes intentionally damaged property. 7 cases of fights with injuries, 4 cases of deliberate infliction of pain and bullying to younger pupils were recorded. 13 cases of rudeness and abusive actions against teachers and educators were recorded, including the case of an attempt to rape one of the teachers.

At the same time, 23 cases of unauthorized absence from 33 pupils and 64 escape with the participation of 116 pupils were admitted. More than 60% of the shoots were group (GAPK. F.7. Op. 9. D.298. L.6).

The school administration was forced to respond to this. Only in 1970, 181 pupils were placed in the penalty room (GAPK. F.7. Op. 9. D.298. L.6).

The discipline problem was the result not only of poor educational work, but also of poor organization of the regime's service. The workers of the regime service and caregivers did not always provide round-the-clock control over the pupils; they did not always know about the moods in the children's team and among individual pupils. There was poor control at night. So the pupil M., having tied a few sheets, tried to escape from the bedroom located on the third floor. At level 2 floors, the sheets were

untied, he fell and broke his leg. He was not placed in the penalty room, but was obliged to attend all training sessions on crutches, which caused ridicule from other students (Interview with L. Bezvershenko, 2016).

In the daytime, taking advantage of the lack of sufficient control by the regime's service, the adolescents freely roamed around the territory of the household, smoked, profaned, and inscribed on the walls. The weak work of the regime's service was manifested in irregular searches on the subject of seizure from pupils of cutting and piercing objects, which they removed from the workshops of the school, or got in other ways. Little attention was paid to the presence of inappropriate apparel items among pupils, which allowed them to be freely among the civilian population during unauthorized absence (Interview with L. Bezvershenko, 2016).

According to the results of the audit of the Primorsky Special School, the commission of the Ministry of Industry of the RSFSR issued a strict order to eliminate all violations in February 1971. Firstly, this concerned the concealment by the Krai department of public education and the school leadership of the facts of gross violation of discipline committed by pupils. Secondly, this is the actual absence of a medical center, its understaffing. Among the pupils there were a large number with chronic diseases, poor health, increased nervous irritability, and psychopathic behavior. The diet was not enough meat, fish and vegetable dishes. Pupils rarely followed the rules of personal hygiene, they were not given toothbrushes, tooth powder. In general, medical and pedagogical work was carried out through the sleeves.

In connection with the difficult situation prevailing in the school, on January 19, 1971, the bureau of the Krasnoarmeysky district committee of the party considered the question "On the state and measures to improve the conditions and regime of detention of pupils in the Primorsky special school". The director of the school, N.M. Machuha, was pointed out to the need to increase the exactingness of school employees and to strengthen the regime of keeping pupils. A number of recommendations were made to improve the work. The question of organizing the institute's patronage of the institute on organizing patronage work on a special school and the provision of pedagogical assistance to the team was positively considered with the leadership of the Ussuri Pedagogical Institute.

The school agreed on forms of patronage work with a special school with the leadership of the Spassky Pedagogical School. Corresponding instructive discussions were also held with the responsible persons from the juvenile commission.

The management of the Imansky (Dalnerechensky) woodworking plant agreed to assist the school in organizing the productive labor of pupils. In particular, they promised to transfer the order to the school for the manufacture of 7 thousand parcel boxes (F.7. Op. 9. D. 298. L.10; F.7. Op. 9. D. 298. L.13).

Meanwhile, the school environment remained difficult on the eve of 1971-1972. 108 people remained out of 114 people in the zone, 4 in the escape; 1 on vacation, 1 at the hospital. During July-August, youth teams from the Ussuri agricultural farm carried out repairs in classrooms, bedrooms and living quarters; but the work of replacing the plumbing, wiring behavior was not always performed. The heating system and water supply were not provided. This was facilitated by weather conditions - floods. The school grounds were never landscaped. The arrangement of sports grounds arose due to the lack of equipment involved in agricultural work. The school staff has somewhat improved: graduates from the Vladivostok teacher training school, a graduate of the Ussuri Pedagogical Institute and two from the Spassky Pedagogical School arrived, but the problems remained the same. As before, some teachers, educators, and masters systematically beat the pupils at school. Sometimes it was necessary to ensure the personal safety of workers. The principle of collective responsibility for attacks allowed minors in such groups to display violence without any restrictions. Means of self-defense were not provided for employees. Often the initiators of excesses of the elementary grades were high school students who sought to create great trouble for both the school and its individual representatives. Not all school employees were restrained (F.7. Op. 9. D. 298. L.13). Therefore, there were a lot of such provocations, with elements of theatrical performances (with screams, imaginary seizures, etc.) during which shoots, autocratic wolves, thefts and other illegal actions were committed (Interview with K.T. Tikhii, 2016).

Weak control over pupils from the regime's service, educators, and workers led injuries to production. So, for example, 50 cases of injuries were recorded, of which 12 cases of damage to the legs, only until July 1971 (F.7. Op. 9. D. 298.

L.13). Treatment monitoring, of course, was carried out, but the effect was not enough due to the lack of medical staff.

Based on these results, the director of the school, N.V. Machuha, was removed from the position. Theodor (Fedor) Mikhailovich Tikhii (01/13/1935 - 02/06/2000), the head of the Pokrovsky district, came to his place. He was born in a peasant with many children in the village of Justinovka, Berezhansky district, Ternopil region in Western Ukraine. After graduation, he entered the Lviv Craft Railway School, after which he worked at the factory. In violation of the Decree of the Presidium of the Supreme Council of 1947 on unauthorized resignation from the place of permanent work, he went to see his relative to finish the decade. For this, he was soon arrested and sent to an all-Union camp for the construction of the Volga-Don Canal. Theodor Mikhailovich perfectly drew what the political instructor drew attention to when various posters and artistic appeals were drawn up. After the death of Stalin, he was released among the first, was called up for service in the Pacific Fleet. After that, he studied at the Far Eastern State University at the Faculty of History and Philology.

Material difficulties eventually led him at the age of twenty-five to the post of director of the Kirov Orphanage, and then the Pokrovsky boarding school. Then T.M. Tikhii was in charge of the Oktyabrsky district (1967 - 1971). On this basis, the Regional Department of Education, the Institute for the Improvement of Teachers familiarized teachers of the region, school principals with a high level of the educational process, the organization of an office system of training, labor and military-patriotic education in schools in this region. With the support of the district executive committee for five years, Theodor Mikhailovich managed to put into operation 11 schools-new buildings.

In 1971, the Oktyabrsky District received delegates to the All-Russian Conference on Military-Patriotic Education of Students held in Vladivostok. They returned from Pokrovka shocked to see how the communication of military units was organized, having border guard in training the young defenders of the homeland (Nadtok, 1996).

Theodor Mikhailovich was invited to the regional executive committee in the fall of that year. The chairman of the regional executive committee and the head of the regional committee asked Theodor Mikhailovich to

accept the Novopokrovsky special school for juvenile delinquents. So the acquaintance with the school began. The first thing that did not suit the new director was not the absence of coal, water, heating and even light, but a wooden sunshield above the fence with rows of barbed wire. This was the most impressive attribute of the colony for criminals, meanwhile, the school still had children and adolescents, but with special inclinations. This new directors had to make sure on the first day of school, when he had stolen some personal items (Interview with Z.S. Tikhii, 2016).

At first, Theodor Mikhailovich had to spend days and nights at school, restore order in teacher and student groups, create a moral atmosphere in which the main pedagogical credo was education through kindness, trust, respect for the personality of pupils (Nadtok, 1996). First of all, children's self-government was introduced at the school.

The chairman of the sanitary commission was entrusted with the management of the orderlies, monitoring the sanitary condition of the premises, the canteen, the territory, assisting teachers in organizing bathing days, changing bed linen. Also, the chairman of the sports commission spent morning exercises at the school, organized sports competitions and tournaments, trips, companions for active games, and helped teachers organize bathing of students in (camps, water facilities).

The chairman of the household commission monitored the respect for school property: working tools, sports equipment, furniture, etc., organized its timely repair, and supervised the activities of business class managers.

The chairman of the cultural-mass commission was responsible for the preparation and conduct of concerts and competitions of amateur performances, leisure evenings, KVN and quizzes, organized watching television programs, films, excursions.

The editor of the school wall newspaper organized materials for wall printing, issued zippers and leaflets, posters and announcements, designed the competition stand, and is responsible for the timely delivery of newspapers.

The first collective agreement was concluded between the administration and the council of commanders: if there are no shoots within three months, the ugly sunshield will be dismantled. At

the indicated time, the sunshield was removed. The shoots, of course, did not stop, but there was a first step towards increasing the level of trust between teachers and students. So gradually, step by step, the socialization of adolescents with deviant behavior began to take place.

The next directions in the work of the new director of the school was the work on the formation of the teaching staff. At the beginning of 1971, some employees of the canteen were fired, who systematically stole food, as well as several firemen due to being drunk or absenteeized at work.

By the summer of 1972, the situation had somewhat improved. The special school was mainly staffed with pedagogical staff, there were not enough two teachers, teachers of mathematics and biology. Their arrival was expected by September 1. There was still no doctor in the special school, although there were two paramedics. In total, 28 staff members were lacking.

During the second half of the school year, the state of educational work and the regime's service improved. According to the results of the academic year, the performance of pupils was 90%, the number of shoots decreased from 64 with the participation of 116 pupils in 1970 to 3 shoots (22 people) in the first half of 1972.

The next area of work of T.M. Tikhii was the reorganization of leisure and rest of students in the spirit of the concept of A. Makarenko - education through work. This principle predetermined all the practical activities of T.M. Tikhogo for many years.

Lyudmila Gordeevna Sidorenko, deputy city executive committee of Ussuriisk at that time, recalled T.M. Tikhii: "I warmly recall the ability of Theodor Mikhailovich during the creation of the teaching staff of a special school, how skillfully he used the Makarin principles. This allowed him to create a teaching team of like-minded people, united by one goal - to help stumbled adolescents. The teaching staff sought and found ways to correct adolescents in their difficult fate in childhood. Therefore, there were no conflicts in the special school and there was a close-knit team, ready to solve complex educational problems. With his love of life, his professionalism, and amazing performance, he polished the character of the boys as a crystal vase, prompting them to conscious discipline and an active life position (Interview with L.G. Orlova, 2017).

Cohesion is achieved more quickly during collaboration in 1971, the results of which are obvious. The incentive was the director's proposal to create a normal open sports complex. The idea was supported by an asset of all classes. Pupils are tired of walking on dirty soil, especially after rains, constantly looking for dry places for games. Pupils took up the matter enthusiastically. Slag from the school stoker was sifted, which went to fill roads for transport, walkways. The administration agreed on the delivery of fine gravel and drisva for sports fields.

As a result, from the beginning of June to September, two volleyball courts were equipped, on which excitement, with a large number of fans, were played in mixed teams by time-free employees (including directors), and high school students. Two campsites were prepared, gymnastic simulators were made and installed, and a football field was dug and equipped.

In the winter of 1973, the ice rink was first flooded. The main thing is that the pupils have become more comfortable moving around the territory, practically without dirt, both in winter and in summer, and it has become cleaner in the educational and industrial buildings.

Director T.M. Tikhii tried to diversify the games of special students. This was facilitated by his previous extensive experience in organizing competitions along the line of the Regional Station of a young tourist (Ksyutur). In advance, the route was worked out for the teams in azimuths, the number of pairs of steps was determined, a bookmark was made in a secluded place. Whoever comes first is the winner. The bookmark, a scrap of paper with a stylized image of an anchor, was known to everyone: everyone saw such a tattoo on the arm of the "boss" (Interview with L. Bezvershenko, 2016).

In the spring of 1973, on the initiative of the director T.M. Tikhii, a plot for currant cultivation was determined on the school grounds. Pupils planted more than a hundred bushes and in the summer they harvested the first crop, which went mainly to compotes. There was nothing like this before, all fruits were imported in the district, the villagers provided for themselves. A year later, as an encouragement to many distinguished students, they neglected to go to the berry, it was good enough for everyone, they picked berries in dozens of buckets (Interview with L. Bezvershenko, 2016).

Then the director T.M. Tikhii organized an open zoo corner on the school grounds (Interview with L. Bezvershenko, 2016). Among security personnel, almost all were experienced hunters. The equipped cages contained a fox, a raccoon, a hare, columns, an eagle owl. But the object of general attention was the three-month-old cubs Mishka and Masha. Behind the entire "zoo" was attached a "caretaker" - a pupil of V. S. He was engaged in feeding, cleaning aviaries, etc. Over time, the cubs became so tamed that they walked around the surrounding territory on their own, began to sway on young birches, often breaking them. And in the fall season they decided to get a winter in the attic of a three-story educational housing building. They were going to transfer them to the Japanese, but employees of the Moscow Zoo took them to the capital. After that, the zoo was closed for various reasons (Interview with I. Kovtun, 2012).

In 1973, another innovation appeared. By agreement with the asset of the classes (council of commanders), for the first time, it was decided to organize access to the river, to swimming. The administration set a condition - until the first escape. In the conditions of a 40-degree sweltering heat in a limited school area, swimming in cool water was a kind of outlet for pupils. There were authoritative enthusiasts from their midst who helped the duty officers on duty, carefully watching the unreliable schoolchildren who were inclined to escape, and sometimes they directly stopped such attempts.

Finally, open competitions among fishing children for the vast majority of pupils were announced by the school administration (director T.M. Tikhii and deputy director for the regime I.A. Kovtun). Students of all ages picked up this idea with great enthusiasm. Educators provided everyone with fishing tackle, fortunately, at that time they were cheap. Who did not catch, he swam. The event took place outside the school grounds for half a kilometer on the river and the nearest lake three hundred meters in length. The attendants watched only for safety on the water. As a result of the competition, a 40-liter tank of fish was filled, which went in ear for the entire school. There were no shoots. Pupils kept their word.

The question of mutual trust between the pupils and the school administration was also manifested in the participation of a column of "specialists" in the parade on the square of the district center dedicated to Victory Day in 1974. By that time, thanks to the participation of members of the board of trustees, all students had

the uniform of a navy uniform: vests, pea jackets, belts, visors; all students had excellent drill training. Their appearance at the parade caused a real shock for the population of the village of Novopokrovka (Berezkina, 1996). At that time, the first football match in the history of special schools took place with their civic peers outside the closed territory.

Thus, five years after the founding of the school, the new administration significantly managed to improve the conditions for spending free time by the pupils of a special school. Various forms of organization of leisure contributed to the formation of a sense of collectivism, mutual responsibility among pupils, significantly expanded the forms of adaptation of pupils to life in normal conditions.

Conclusion

The experience of a special school in the Primorsky Territory under the leadership of T. Tikhii proves that the most important role in the correction and primary education of difficult teenagers and juvenile delinquents belongs to specially organized education and work, and not to the repressive and punitive punishment mechanism. The creation of a full-fledged humanistic educational system allowed the coastal special school to realize the main tasks that the pedagogical staff of the school had at that time. The main task was, first of all, the education of a well-educated personality, and later, a Soviet citizen.

At present, the historical experience of this kind of special schools can be the basis for organizing pedagogical work with modern adolescents in difficult circumstances.

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