

# **ELEMENTARY SCHOOL TEACHER'S HANDBOOK**



## **PART III. EDUCATIONAL WORK**

**UCHPEDGIZ 1950**

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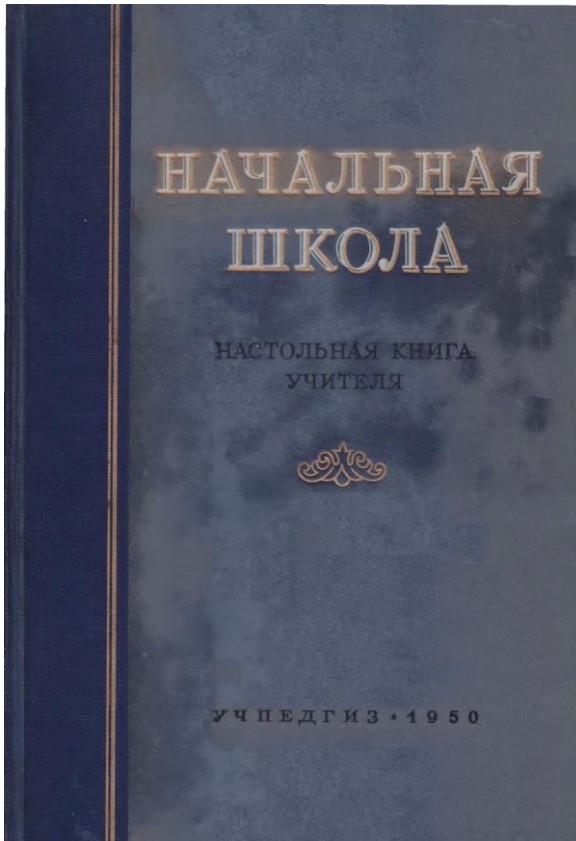
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*АКАДЕМИЯ  
ПЕДАГОГИЧЕСКИХ НАУК РСФСР*



# НАЧАЛЬНАЯ ШКОЛА



НАСТОЛЬНАЯ КНИГА  
УЧИТЕЛЯ

ПОД РЕДАКЦИЕЙ  
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**Academy of Pedagogical Sciences  
of the RSFSR**



# **Elementary School**



# **Teacher's Handbook**

**EDITED BY  
PROF. M. A. MELNIKOV**

**STATE EDUCATIONAL AND PEDAGOGICAL  
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## PART III. EDUCATIONAL WORK



### TASKS AND WAYS OF EDUCATIONAL WORK IN PRIMARY SCHOOLS

The Soviet school has always faithfully served the cause of strengthening and developing the Soviet system, the cause of communist education of the younger generations, the builders of communism. She withstood the historical test both during the years of peaceful construction and during the Great Patriotic War, educating millions of young men and women of our country in the spirit of life-giving Soviet patriotism, boundless devotion to the noble ideas of the Lenin—Stalin party.

In the context of the gradual transition from socialism to communism, when the communist education of workers and especially the younger generation becomes crucial, the school and the teacher are faced with the task of raising the level of ideological and educational work, further improving the training and education of students.

“... The time has come,” A. A. Zhdanov said in a report on the magazines *Zvezda* and *Leningrad*, “when it is necessary to raise our ideological work to a high level. The young Soviet generation will have to strengthen the strength and power of the socialist Soviet system, fully utilise the driving forces of Soviet society for a new unprecedented flourishing of our welfare and culture. For these great tasks, the younger generation should be brought up to be persistent,



cheerful, not afraid of obstacles, going towards these obstacles and able to overcome them. Our people should be educated, highly ideological people with high cultural, moral requirements and tastes. For this purpose we need... to educate young people in the spirit of selfless devotion to the Soviet system, in the spirit of selfless service to the interests of the people.”

The task of the Soviet school is to prepare young people for active participation in the construction of a communist society. To do this, the school must equip students with a deep and solid knowledge of the basics of sciences, develop a Marxist-Leninist worldview, and educate the younger generation in the spirit of communist morality.

The education of the Marxist-Leninist worldview has as its ultimate goal, the development of a system of views and beliefs among students that ensure a correct, scientific understanding of the phenomena of nature and the phenomena of social life. It involves students realising the superiority of the Soviet socialist system over the capitalist one, raising children in the spirit of the policy of the Bolshevik Party and the Soviet state. By educating students in the spirit of communist consciousness, the school develops in them an irreconcilable attitude to bourgeois ideology, to any manifestations of rootless cosmopolitanism, and also to the lack of ideas and apolitically.

The education of communist morality includes: the education of Soviet patriotism and national pride, selfless devotion to the socialist motherland, the Soviet people, the great cause of the Lenin—Stalin party; the formation of a socialist attitude to work, public and personal property; the education of socialist humanism, conscious discipline, collectivism, a sense of public duty and a sense of honour; the education of truthfulness, honesty, courage and other moral and volitional qualities that characterise the moral character of the Soviet man.

The workers of the USSR are active and conscious builders of communism. But some Soviet people have not yet freed themselves from the remnants of capitalism. The existence of these remnants is connected not only with the lagging consciousness of some Soviet citizens from the new, socialist social existence, but also with the presence of a capitalist environment interested in planting bourgeois

ideology among the working people of our country. From among adults, remnants of the old penetrate into the consciousness of children and adolescents. The results of this influence: research institutes are expressed in the unfair attitude of some students to study, to work, in indiscipline, negligent attitude to school property, in rudeness towards adults, their comrades, in disrespect for the team, in religious superstitions and prejudices, etc. The duty of the school to conduct systematic educational work to eradicate remnants of an alien ideology in the minds and behaviour of children. Bolshevik partisanship, high ideological teaching is the basis of communist education of schoolchildren.

It is quite clear that the school carries out all the above educational tasks taking into account the age of the students. At the same time, we must not forget that in the general system of communist education of the younger generations, primary education plays a responsible role: during these years, the foundations of the communist worldview and moral behaviour of students are laid in the process of teaching individual academic subjects, the teacher equips elementary school students with knowledge of phenomena and facts from the field of nature and social life that are accessible to children. On this basis, elements of a scientific and materialistic worldview are formed in children, communist views, beliefs and behaviour corresponding to them begin to be developed. Every academic subject taught in primary school serves the purpose of educating children in the spirit of communism. But the general tasks of communist education are solved in the teaching of a particular subject at various stages school education in a special, specific form, arising mainly from the content of education, the essence of the studied phenomena of nature and social life.

The education of primary school students is carried out not only in the learning process, but also in the process of diverse extracurricular and extracurricular educational work.

Active participation of children in clubs, extracurricular reading, holding Soviet holidays, various excursions, visits to cinemas, museums, art galleries, organisation of children's artistic creativity and amateur activities, sports classes and competitions, etc. are important means of communist education of students.

The educational value of socially useful work of children is also great, contributing to the development of patriotic feelings among students, social activity that equips the skills of social activity in a team.

A pioneer organisation, a children's collective, plays an important role in the ideological education of students. "The work of school and pioneer organisations is an integral part of all educational work at the school carried out by the director and teachers" (from the resolution CP of the plenum of the Central Committee of the Komsomol).

But these opportunities can be turned into reality only by actively using them by each teacher in the process of teaching, organising the extracurricular life of children, and daily purposeful educational impact on them.

The success of educational work depends on the personality of the teacher and his activities.

Only that teacher is capable of educating students in the spirit of Bolshevik ideology, who himself is sincerely devoted to the cause of communism, armed with knowledge of the basics of Marxism-Leninism, has a broad outlook, high special scientific and pedagogical qualifications and in his daily educational work consciously and persistently strives for the practical realisation of the goals of communist education.

The school and the teacher cannot but take into account in their educational work the influence of the social environment on the formation of consciousness and behaviour of students.

Our children see the creative work of Soviet people at every step, observe the diverse activities of state, economic, social and cultural organisations aimed at building communism. Children will learn numerous facts of the manifestation of genuine Stalinist concern on the part of the party and the Soviet state about the growth of material well-being, about raising the cultural level of workers. And this contributes to the cause of communist education of students.

The role and responsibility in the upbringing of children of the new Soviet family, which occupies a fundamentally different position than the family in bourgeois society, is great.

We do not and cannot have a contradiction between the educational tasks of society, school and family.

But in our social environment, in individual families, there are also negative phenomena associated with the presence of remnants of capitalism in people's minds. The duty of the school as a State institution for the education and upbringing of children is to use the positive factors of the socialist social environment in order to communist education of children and to contrast the educational influence of the school with certain negative phenomena of the environment surrounding the child.

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The education of conscious and active builders of a communist society involves the formation of students' communist views and beliefs, communist behaviour.

Without influencing the consciousness of students, it is impossible to educate convinced builders and defenders of the socialist fatherland.

In the multilateral educational work, students are brought to an understanding of the essence and meaning of communist morality, assimilate its norms and requirements.

However, this knowledge only becomes effective when it turns into conscious beliefs of students and serves as a guide in their behaviour. One can know, for example, the essence of the requirements of Soviet society for human behaviour in a team, but not be guided by these requirements in everyday life.

The task of the school and the teacher is to form the views and beliefs of their pupils, gradually bring these views and beliefs into a system, into a holistic scientific communist worldview. The ultimate goal of education is to achieve a level of consciousness at which the student would perceive the requirements of Soviet society as his own. In grades 1, we can only talk about the formation of the elementary foundations of communist consciousness, taking into account the amount of knowledge, the degree of mental development of children of primary school age.

In the process of diverse educational work, the teacher systematically explains certain moral norms and requirements to children.

Fulfilling the teacher's requirements and seeing positive results, the student is convinced of the expediency and reasonableness of these requirements. The demands of the teacher, parents, and the children's collective, realised by children, gradually acquire the character of beliefs.

But in order to be guided by beliefs in one's life and behaviour, one must have an effective desire to do the right thing, as well as the ability to make strong-willed efforts aimed at the practical implementation of the requirements of communist morality. Among the moral and volitional character traits that it is necessary to educate the younger generation in order to ensure the unity of consciousness, beliefs and activities, behaviour, it should include: Bolshevik purposefulness and consistency, initiative and activity, perseverance and determination, endurance and self-control and courage.

The desire to act in accordance with a correctly understood goal, requirement makes behaviour purposeful. Consistency lies in the unity of word and deed, when a person acts in agreement with their beliefs. Determination is the ability to make and implement well—considered decisions in a timely manner. Perseverance is also necessary for the steady implementation of the decision. Determination and perseverance contribute to overcoming the difficulties encountered in the implementation of the tasks. Initiative consists in the ability to show initiative in a useful matter, and self-control is expressed primarily in the ability to force oneself to fulfil one or another requirement or one's own decision, overcoming possible opposing motives.

The discipline of public duty is closely related to the manifestation of courage.

By carrying out communist education, the teacher influences not only the consciousness of children, but also their feelings.

Children should be educated and develop such positive feelings as a sense of honour and self—esteem, a sense of sympathy for relatives, comrades, Soviet people, workers of all countries fighting against their enslavers, and on the other hand, a feeling of hatred for

the enemies of the motherland. At the same time, children need to get rid of feelings such as selfishness, fear, complacency and other negative traits that are the result of improper upbringing.

The effectiveness of beliefs, the development of the necessary moral qualities of a person is achieved by teaching students to moral behaviour, thoughtful organisation of all children's activities at school, in the pioneer detachment and outside of school, through systematic exercises in the implementation of elementary norms of communist morality.

The success of the work of the school and the teacher in the field of education of communist morality depends on the unity of the educational system, which consists in a skilful combination of methods of education of communist consciousness and moral feelings, the formation of moral and volitional character traits, skills and habits of communist behaviour.

The communist orientation of education, the personal example and authority of the teacher, the correct combination of the main method of education—persuasion with coercion, meaningful extracurricular work, a clear regime and routine of the whole life of students, the cohesion of the children's collective, the establishment of close relationships between school and family—these are the decisive conditions for the success of the implementation of communist education of students.

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## EDUCATION OF SOVIET PATRIOTISM

Soviet patriotism is the conscious love of Soviet people for their socialist homeland, an understanding of its world-historical role in the struggle for communism, and an effective desire to actively promote its prosperity.

In the conditions of the Soviet socialist society, the patriotism of the peoples of the USSR surpasses in strength and brightness the patriotism of the peoples of all times and, most importantly, acquires a new character—the character of the driving force of social development. Soviet patriotism is a new, higher type of patriotism, born as a result of the Great Victory of the October Socialist Revolution. It is inherent only in the Soviet socialist system and is one of the driving forces of our socialist society, the features of Soviet patriotism are revealed with exceptional depth by Comrade Stalin in the following words:

“The strength of Soviet patriotism lies in the fact that it is based not on racial or nationalist prejudices, but on the deep devotion and loyalty of the people to their Soviet Homeland, the fraternal community of working people of all nations of our country. Soviet patriotism harmoniously combines the national traditions of the peoples and the common vital interests of all workers of the Soviet Union. Soviet patriotism does not divide, but, on the contrary, unites all the nations and nationalities of our country into a single fraternal family. In this we must see the foundations of the unbreakable and ever-growing friendship of the peoples of the Soviet Union. At the same time, the peoples of the USSR respect the rights and independence of the peoples of foreign countries and have always shown a willingness to live in peace and friendship with neighbouring States. This should be as the basis of the growing and strengthening ties of our state with freedom-loving peoples.”<sup>1</sup>

The qualitative features of Soviet patriotism stem from the world-historical social transformations that took place in our country after the victory of the socialist revolution.

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<sup>1</sup> Stalin, *On the Great Patriotic War of the Soviet Union, 1947*, pp. 160-161.

The creation of a new social order based on the destruction of private ownership of tools and means of production, the elimination of the exploitation of workers, the emergence of socialist industrial relations, which radically changed the face of our country, contributed to the education of the Soviet people of boundless love for their homeland. The patriotic feelings of the Soviet people are inextricably fused with their ardent love for the great party of Lenin-Stalin—the inspirer and organiser of the glorious victories of socialist society.

The Soviet system is dear to our people because it corresponds to the fundamental interests of workers.

The working people of the Soviet country, led by the Communist Party, have passed a glorious path of struggle and victories. In a difficult and selfless struggle with the internal counter-revolution and imperialist interventionists during the Civil War, they defended the independence of their fatherland, conquests of the Great October Socialist Revolution.

The unprecedented feat of the Soviet people in the Great Patriotic War will forever go down in history. The Soviet people, by their selfless struggle at the front and in the rear, “saved the civilization of Europe from the fascist pogromists. And this is the great merit of the Soviet people before the history of mankind” (Stalin).

The socialist patriotism of the Soviet people is mighty a factor in the restoration and further development of our economy and culture in the post-war period, the successful fulfilment of the great, Stalinist plans for the complete completion of the construction of a classless, socialist society and the gradual transition from socialism to communism.

In the strengthening and prosperity of the Soviet Union, the peoples of our country see the key to the development of their national statehood, economy and culture. This is one of the sources of Soviet patriotism.

The effective character of Soviet patriotism expressed in the creative Stakhanov labour of workers who exceed production plans, in the labour valour of collective farmers who achieve high yields and high productivity of animal husbandry, in new inventions and



discoveries of Soviet scientists, in the daily struggle of the entire Soviet people for the construction of communism.

The Communist Party has always paid great attention to the patriotic education of workers. The implementation of the transition from socialism to communism requires an increase in the role of all means of educating our people in the spirit of life-giving Soviet patriotism and Soviet national pride. Soviet patriotism is based on the understanding of the advantages of the socialist system over the capitalist system. The patriotism of the Soviet people is incompatible with adulation and subservience to bourgeois culture, with the manifestation of a rootless cosmopolitanism hostile to Soviet ideology. Grovelling before the foreign countries was in the past a reactionary tradition of the Russian bourgeoisie, which brought up the people in the spirit of national self-abasement. Modern enemies of socialism from capitalist countries are also interested in sowing among the working people of our country, disbelief in their own strength and subservience to foreign countries and thereby undermine the success of socialist construction in the USSR. Back in 1914, V. I. Lenin wrote:

“Is the feeling of national pride alien to us, Great Russian class-conscious proletarians? Of course not! We love our language and our motherland, we are working most of all to raise its working masses (i.e., 9/10 of its population) to the conscious life of democrats and socialists. It is most painful for us to see and feel what violence, oppression and abuse our beautiful homeland is subjected to by the tsarist executioners, nobles and capitalists” (Soch., 3rd ed., vol. XVIII, p. 81).

The national pride of the Soviet people, fed by their boundless love and devotion to one’s socialist motherland is all the more incompatible with the pernicious ideology of national nihilism, with rootless cosmopolitanism and low-worship of bourgeois culture. Comrade Stalin, in a report at the Congress of the CPSU(B), pointed out that “the last Soviet citizen, free from the chains of capital, stands head and shoulders above any foreign high-ranking bureaucrat dragging the yoke of capitalist slavery on his shoulders...”

Soviet patriotism, the national pride of the Soviet people, at the same time, are devoid of any national limitations, nationalism and

chauvinism. One cannot be a proletarian internationalist without being an ardent Soviet patriot.

### **The Content and Methods of Education of Soviet Patriotism**

To educate the younger generation in the spirit of Soviet patriotism and Soviet national pride means, first of all, to instil in children and students a sense of deep love for their socialist homeland, the Soviet people, the Bolshevik Party and its great leader Comrade Stalin, selfless devotion to the cause of Lenin—Stalin, the cause of communism.

Raising children in the spirit of Soviet patriotism also means educating them to feel proud of their socialist homeland, its heroic people, outstanding figures and builders of the Soviet state, education in the spirit of friendship between the peoples of the USSR, in the spirit of solidarity of the working people of all countries in their struggle against capitalism, against all kinds of oppression and exploitation.

The education of Soviet patriotism and a sense of national pride presupposes an understanding of the world-historical significance of achievements of socialist construction in the USSR, the leading role of our motherland in the history of mankind, awareness of the advantages of the Soviet socialist system, the superiority of Soviet culture, Soviet ideology over reactionary bourgeois ideology and the decaying modern culture of the imperialist world.

Soviet patriotism is an effective patriotism. It requires people to actively strive for activity, creative work aimed at achieving the objectives of socialist construction and the defence of the motherland from enemy attacks.

The patriotism of the Soviet student should be expressed in the desire for excellent success in teaching and in active participation in various types of feasible social and practical work.

The education of Soviet patriotism in our school consists in the formation of patriotic consciousness, patriotic feelings and patriotic behaviour among students, which is understood, as well as the

education of communist morality in general, primarily in the learning process.

It is impossible to educate children to love their native country without educating them to love their family, school, native collective farm, village, city where they live, without educating respect for the selfless work of people around them, love for their native nature. Experience shows that already in the lower grades of school, children are able to assimilate the basic provisions that reveal the concept of “our socialist homeland”. As children develop mentally, this concept expands and deepens in their consciousness more and more.

Revealing the content of the concept of “homeland”, the teacher proceeds from the close that surrounds the children, what they see in their daily lives. In the lessons of explanatory reading, history, geography, natural science, and also in conversations and extracurricular activities, the teacher draws children’s attention to the activities of adults in collective farms, factories and factories, showing that work is the main thing in people’s lives, that everything is created by human labour. Even students of classes, with the skilful explanation of the teacher, can understand the social significance of work. The teacher shows them by concrete examples that collective farms and enterprises have a common, friendly work, that the results of labour are used to meet the needs of the people, to improve the lives of workers. The attention of younger schoolchildren is also drawn to how local authorities take care of the life of the people, build schools, hospitals, various cultural institutions, roads, etc.

Comparing the facts from the life of their village, district, city with the facts from the life of working people throughout the country, gleaned from books for reading, from the stories of the teacher in the classroom, children are convinced that in our country everyone works for the common good. In countries where the authorities protect the interests of capitalists and owners, the working people live poorly, the results of their labour are appropriated by the owners of factories, plants, and landlords. Thus, gradually, children create a concrete idea of our socialist homeland. They learn that:

Our motherland is the Union of Soviet Socialist Republics;  
our country is the largest country in the whole world;

there are no capitalists and landlords in the USSR; all people work for themselves, for the common benefit.

The USSR is a fraternal union of peoples; there is no such friendship of peoples in any country as in the Soviet Union. The great Russian people have a leading role in the fraternal community of the peoples of the USSR;

Soviet people dearly love their homeland for the fact that in the USSR the oppression of workers is forever over, everything is being done in the interests of the people—the party and the government, the great leader Comrade Stalin tirelessly take care of improving the lives of workers;

in the Soviet country, children are surrounded by special love and care;

Soviet children dearly love their homeland, their people, the great Stalin; they respond to Stalin's care with the desire to study well in order to become educated and cultured people and be useful to their country.

But the task of the teacher is not only to ensure that students receive a certain range of ideas related to the concept of “homeland”, but also to educate children with a noble feeling of ardent love for their socialist homeland, a sense of national pride for the great achievements of the Soviet people in the field of economic and cultural construction, to foster a willingness to contribution to the further flourishing of his homeland and to protect it with his chest from possible attempts by the enemies of socialism.

The whole system of educational work of the teacher should be aimed at the formation of the desire for patriotic activity. For a schoolboy, as mentioned above, a concrete expression of patriotism consists in excellent teaching, conscious discipline, feasible participation in socially useful work.

In the process of learning, a teacher can carry out a deep and versatile work on educating children's feelings of love for their homeland. Here, first of all, the creative approach of the teacher to the material of educational books for reading is necessary.

You can specify as an example the experience of such work carried out in one of the schools of the Moscow region. In the first class, articles about the Volga were read: “Where does the Volga

originate from”, “The Moscow—Volga Canal” and a poem by V. I. Lebedev-Kumach “Our Volga”.

At the first lesson devoted to this topic, the article “Where does the Volga originate from” was read and analysed. The children found on the map the place where the great Russian river begins. The teacher in a vivid, figurative story described the area from where the Volga originates, and showed a drawing depicting the Volga in the form of a small stream. Then the children traced the entire path of the river from the source to the mouth on the map. They were amazed how such a powerful river was formed from a small stream. Demonstration of pictures depicting the Volga in different places of its course strengthened the impression of the children. At the direction of the teacher, the children found on the map the most important tributaries of the Volga: the Oka and the Kama. Great was their surprise when they saw the diagram of the Volga basin shown to them.

In this first lesson, students received basic geographical information about the Volga, and they had a desire to learn as much as possible about it.

On the same day, during extracurricular classes, the children were read an essay “Volga” from the magazine “Friendly Guys”<sup>1</sup>. Students learned how the Russian people love their mother Volga, sing of its greatness and power in songs, how Stepan Razin “walked” along the Volga, how the old Volga cities were built.

The children were given the task of collecting illustrations about the Volga in order to make an album of them.

The next reading lesson was dedicated to Lebedev-Kumach’s poem “Our Volga”. Having expressively read the poem, the teacher revealed to them the meaning of the words: “Like clouds, centuries passed sadly and for a long time over the country”; told about the boatmen and showed a reproduction of Repin’s painting “Boatmen”. The children noticed the tense poses and exhausted faces of the boatmen.

The words of the poem have sunk deeply into the minds of children:

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<sup>1</sup> The magazine “Friendly Guys”, 1946, No. 8-9.

We have broken the grey clouds.  
Spring has bloomed over the country.  
And, like the Volga, a mighty river  
Our free life flowed.

An interesting conversation unfolded in connection with the analysis of the lines:

Let the enemies be like hungry wolves,  
They leave footprints at the borders,  
They will not see the beautiful Volga  
And five of them from the Volga water.

These lines naturally led to a brief conversation about the Battle of Stalingrad. The children felt a sense of pride in the heroism of the glorious defenders of Stalingrad, a sense of love for their homeland and hatred for its enemies.

After this lesson, the children worked with great interest in their leisure hours on the compilation of the album “Volga”.

At the third lesson, the article “Moscow-Volga Canal” was read. The material of the article was skilfully supplemented by the teacher’s story about how the canal was built, about the places along which the canal route passes, about the great economic significance of this Stalinist water route from Moscow to the Volga, linking together the ports of three seas—the White, Baltic and Caspian. The teacher accompanied his story with illustrations. The children willingly accepted the teacher’s task to pick up poems about the Volga and Moscow. They looked for them in the works of Pushkin, Lermontov, Nekrasov, modern poets, in calendar sheets, in song books and brought them to class. These poems were copied into a classroom album and illustrated.

The final two lessons were devoted to showing the Volga as the birthplace of wonderful people, as the arena of major historical events. The children were given the task to prepare short stories for oral presentation in class about the Volga cities.

At the final lesson (on this topic), the teacher in the introductory speech spoke about the vast expanses of our motherland, about the

riches of its nature, about rivers and seas, about the significance of the Volga in the life of the Russian people. Then the children talked about how and where it starts. The Volga, where it flows into, figuratively described the beauty of the Volga shores, told about the Volga cities, about Ulyanovsk—the birthplace of the great leader of the revolution Lenin; about Gorky and the great Russian writer, whose name the city was named after; about Kazan, where Lenin studied; about Saratov, Kuibyshev, Stalingrad, Astrakhan and about wonderful people and events related to these cities. The children accompanied their stories with poems by Russian and Soviet poets about the Volga. In the final conversation, the teacher drew children's attention to the enormous transformations in the life of the Volga region that took place after the Great October Socialist Revolution under the leadership of the Bolshevik Party and the great leader Comrade Stalin.

Such an in-depth development of the topic about the Volga had a great educational value.

The teacher connected with a single patriotic idea the various materials about the Volga available in the book for reading, paying special attention to the demonstration of the development of the Volga region during the years of Soviet power. As a result of interesting work in the classroom and in extracurricular activities, the Volga was imprinted in the minds of children as the great Russian river, which played an outstanding role in the history of our motherland, and the Volga region, as one of the wonderful regions of the USSR, which changed their appearance beyond recognition in the conditions of the socialist system. The teacher was able to show the children in a vivid and memorable way the beauty of their native nature, the life and struggle of the people before the revolution, the creative work of the Soviet people.

In this example, it is also necessary to note the teacher's ability to arouse children's interest in studying their native country, their activity in the process of education. In the classroom and in extracurricular activities, students do not only listened to the teacher's meaningful figurative stories, his expressive reading, and in a lively conversation they themselves expressed their attitude to the material being studied. The versatile work on the topic not only

enriched the children with many useful knowledge of geographical and historical nature, but also contributed to the education of patriotic feelings in them.

Historical material of explanatory reading lessons in II and III grades, as well as history lessons in the IV grade and elementary school are exceptionally favourable for the education of patriotic feelings among students.

At the lessons of explanatory reading, from the teacher's stories and reading articles placed in textbooks, children will learn some episodes from the history of our country, about the heroic struggle of the peoples of our homeland against foreign invaders, that as a result of the victory of the Great October Socialist Revolution, the life of the working people has radically changed in our country, oppression is forever over and the enslavement of peoples.

Using vivid and imaginative material, the teacher introduces children to how the peoples of the Soviet Union defended their freedom, honour and independence during the Great Patriotic War against the Nazi invaders.

Already in grades II and III, students should be acquainted with the most striking facts from the life and work of the great leaders of the revolution—Lenin and Stalin.

Our children live in an atmosphere of great national love for their leader; they want to know as much as possible about the most beloved and dear person and listen with deep feeling to the teacher's stories about Comrade Stalin.

It is necessary to work with special care on articles about Stalin placed in books for reading or taken by the teacher from other sources.

Here is an example of an explanatory reading lesson of Yanka Kupala's poem "About Stalin, my best song!" in the third grade.

At the beginning of the lesson, the teacher conducts a conversation with the children on the content of P. Tsvirk's story "Nightingale" read the day before—about a young Soviet patriot, thanks to whose courage and resourcefulness the partisans defeated the fascist detachment.

Summarising the answers of the children about the little hero, the teacher leads the students to the conclusion that the entire Soviet



people—both old and young, and even children in the days of the Great Patriotic War courageously fought against the German fascists and did not spare their lives for liberation a beloved homeland from a hated enemy. Turning to the explanatory reading of the poem “My best song is about Stalin!”, the teacher asks the students a question that logically follows from the conversation about the “Nightingale”: “Who led the Soviet people and the Soviet Army in this struggle and inspired them to win?”. Children respond: “Comrade Stalin.” Having clarified the children’s answers to the question of who Comrade Stalin is, the teacher expressively reads a poem by the Belarusian national poet. After reading, he invites the children to open the book and carefully read the poem to themselves and then proceeds to conclude the main idea of the poem: the people love their leader and sing the best songs about him.

The children answer the teacher’s questions that the song about Stalin is sung by workers, collective farmers, fighters, pilots—all the people sing songs about their great leader. The answers are illustrated with relevant passages from the poem. Then the first passage is read aloud:

My best song is about Stalin.  
That song sounds in millions of hearts.  
The reaper sings it in the collective farm field,  
A mower sings in a green meadow,  
The fields are golden,  
Like the sea, they make noise,  
And people in the future  
They look boldly.

The teacher sprang the students: “Who and where sings a song about the leader?”.

Answer. Collective farmers sing in the fields and meadows.

Question. In which fields do they sing?

Answer. On very large ones, like the sea.

Question. Why are the fields golden?

Answer. Rye and wheat grow on them yellow as gold.

Question. How do you understand the expression “People in the future boldly looking”?

The answer. People look boldly into the future.

Question. Why do people look boldly into the future?

Answer. Because Stalin is with them. They hope that life will be even better in the future.

Question. What title can be given to the passage read?

Answer. Collective farmers sing a song about the leader. The second passage and the final part of the poem are also read and analysed:

My best song is about Stalin, —  
That song is from the sun, from the clear dawn.

The teacher explains this expression this way: “When the bright sun is shining in the sky or a clear dawn is shining, we are having fun, we are happy. So the songs about Comrade Stalin are composed from the fact that we live in the freest, happiest country. And this freedom, this happiness was given to us by Comrade Stalin.”

In the last part of the lesson, the children recite poems they know about Comrade Stalin.

The teacher in the classroom and in extracurricular activities with children should repeatedly return to the coverage of the life and work of Lenin and Stalin, giving in his stories imprinting images of these the greatest leaders of progressive humanity.

If in the first grade children learn from a textbook for reading and from the teacher’s stories about the school years of Lenin and Stalin, about their ardent desire for knowledge, about their inherent sense of camaraderie, then in history lessons in the fourth grade, Lenin and Stalin appear before students as leaders and organisers of the working class in their struggle against capitalism, for the victory of the socialist system, as people for whom the interests of the people are above all.

In connection with the study of the history of our motherland, the teacher has the opportunity to comprehensively show the noble features of the beloved leaders of the revolution at a specific material: their principled determination, indomitable will, perseverance in implementing the goals of the struggle for the liberation of humanity from exploitation and oppression, the desire

for constant communication with the people, boundless love for the motherland and relentlessness in the fight against enemies of the working people.

In history lessons, children also realise the greatest role of the All-Union Communist Party (Bolsheviks) in the struggle of the peoples of our country for socialism, as the inspirer and organiser of all our victories, and imbued with a fervent love for its leaders. Students are also convinced of the advantages of the Soviet system and its advanced culture.

All this historical material must be selected and presented so that it affects the feelings and consciousness of children. The teacher's lively and imaginative story, literary and artistic material, paintings, films—all this should be put at the service of the educational tasks of the school.

When preparing to conduct history lessons, the teacher should always put the question before is: to what extent can the material selected for the lesson and the methods of presenting it to students foster in children a sense of Soviet patriotism, pride in their socialist homeland, love for it, willingness to serve the cause of Lenin—Stalin, faith in their own strength and the desire to overcome any difficulties in the name of the triumph of the ideas of communism?

The study of geographical material in grades II and III, consisting in familiarity with the nature of the native area, pictures of the life of the collective farm, hometown, with the occupations of residents, in reading geographical articles, teacher's stories, observations and excursions should also contribute to the formation of a patriotic feeling in children.

In the fourth grade, students get acquainted with the natural resources of our motherland, with the diverse economic activities of the peoples of the Soviet Union, with the most important construction projects of Stalin's five-year plans.

When studying the natural zones of the USSR, the teacher introduces children to all the variety of natural conditions of our vast country, shows how its face changes in the process of socialist construction, how workers "remake nature" in the interests of improving their lives.

Such facts as the conquest of the North Pole, the development of the Great Northern Sea Route, the development of the riches of the Khibiny mountain tundra, the creation of the greatest channels—the White Sea-Baltic named after Stalin and the name of Moscow (Moscow—Volga), the transformation of the deserts of Central Asia, the implementation of Stalin’s plan for the transformation of nature (the creation of protective strips, reservoirs, etc.), a huge scale of economic and cultural construction in the national republics and regions of the Soviet Union—should be used by the teacher to educate children’s interest in learning about their country and love for it. The demonstration of geographical pictures in individual zones, educational films, reading fiction stories of geographical content, conducting “trips on the map” greatly enhance the interest of children in the geography of the country and equip them with specific knowledge in this area.

Invaluable educational value is local history work, which can be organised already in the lower grades of school. Local history should be the starting point in the initial study of geography in grades III and IV. A good knowledge of the local region and district by the teacher himself will help him to fully implement this task.

Natural science can also give a lot to the upbringing of children’s love for the motherland. Paying attention to the beauty and richness of the local nature and the nature of the country, the teacher evokes vivid emotional experiences in children and contributes to the formation of patriotic feelings.

Just as in geography lessons, the teacher, when passing through natural history material, should draw the students’ attention to the facts of the conquest of nature by the Soviet people. Children should become familiar with the names of the greatest Russian natural scientists, Timiryazev and Pavlov, as well as the nature changers, Michurin and Lysenko.

At the lessons of natural science and in extracurricular activities, it is necessary to acquaint students with the outstanding achievements of the leaders of socialist agriculture, who achieve high yields and high productivity of animal husbandry as a result of selfless Stakhanov labour.

The tasks of patriotic education of students are also carried out in the teaching of subjects such as drawing and singing. Thematic drawing, acquaintance with some paintings by Soviet artists, with Russian music and songs, as well as with the music and songs of the peoples of the USSR (in accordance with the curricula), learning songs by Soviet composers—all this is a grateful educational material.

A teacher can do a lot of educational work in connection with the children's learning of the state "Anthem of the Soviet Union". Children need to explain why everyone gets up when singing the anthem; they need to be imbued with the consciousness that the "Anthem of the Soviet Union" is the sacred anthem of the liberated and happy Soviet people fighting for communism.

A well-thought-out organisation of education, ensuring the implementation of the tasks of educating younger schoolchildren in the spirit of Soviet patriotism, should be complemented by a variety of extracurricular and extracurricular activities.

When organising extracurricular reading, the teacher needs to take care of the selection of appropriate works for children's home reading, as well as loud reading in the classroom during extracurricular time. Along with the books recommended by the program, it is necessary to attract novelties of children's literature, stories and essays published in the children's magazines "Pioneer", "Murzilka", "Friendly Guys", the newspaper "Pionerskaya Pravda", in the republican and regional children's press. The experience of schools shows that it is useful not only in high school, but also in elementary grades conduct a collective discussion of the books read in the order of extracurricular work.

This is how, for example, in one of the schools, a discussion of V. Kataev's famous novel "The Son of the Regiment" was organised during extracurricular hours. Students of grades III and IV took an active part in this kind of reader's conference.

In a short introductory speech, the teacher speaks of the heroism of the Soviet people, who stood up in defence of their socialist homeland and, under the leadership of the great Stalin, defeated the German fascist invaders. He says that Soviet children have contributed to the defeat of the enemy, taking part in all possible

socially useful work to help the front; that thousands of young patriots showed themselves as heroes, participating in battles with a hated enemy. Then the teacher gives a brief description of Kataev's story.

After that, one of the students gets the word, which reminds the audience of the content of the story. Then the children stage the most vivid excerpts of the work being studied: the scene of Vanya Solntsev's meeting with a pupil of the Guards unit and the scene of Vanya Solntsev's interrogation at the German headquarters. The sensitive children's audience actively and deeply emotionally reacts to the course of action, admire the steadfastness of a young patriot who fell into the clutches of the enemy. This is followed by a lively discussion of the story on the teacher's questions. Revealing the image of the "son of the regiment", the teacher dwells on the questions why Soviet intelligence officers fell in love with Vanya Solntsev, why he did not want to go to the rear, but stayed at the front, why Captain Yenakiev forgave Vanya, who escaped from Sergeant Bidenko, who accompanied him to the rear, how Vanya Solntsev behaved during interrogation at the German headquarters, etc. In conclusion, the teacher summarises the statements of the children about the young hero.

The discussion of this deeply patriotic work made a great impression on the children.

In connection with the books read, contests can be held for the best story, drawing, followed by an exhibition of children's creativity.

It is useful to organise various thematic corners by students, for example, the corner "Our Land", "Our Homeland", "Friendship of the peoples of the USSR", etc. The organisation of these thematic corners, made up of photo illustrations, drawings, clippings from magazines and newspapers, etc., can be timed to the passage of certain topics in history, geography, natural science, to celebrate significant dates, to associate with extracurricular reading of works of art. Especially great the educational significance of Soviet holidays and significant dates.

Monotony should not be allowed during the holidays. Along with a conversation about the significance of a particular holiday or

significant date, it is necessary to organise the release of a festive and wall newspaper, prepare a meaningful children's matinee, a performance, organise visits to children's theatres, cinema, conduct loud readings using an alloscope, slides, etc.

It is necessary to encourage children's amateur activity and creativity as much as possible. Children should be not only spectators, but above all active participants in all organised events.

To educate students in the spirit of Stalinist friendship between peoples, in addition to clarifying this issue in the classroom and in extracurricular activities. It is useful to establish correspondence with students, pioneers of schools of national republics and regions. In areas with a mixed national composition, it is possible to organise joint holding of various extracurricular activities.

Soviet patriotism should manifest itself in our children in practice, characterise their practical behaviour. It is necessary to explain to students that their main patriotic duty is to study well.

"Persistently and persistently master knowledge in order to become an educated and cultured citizen and bring as much benefit to the Soviet Motherland as possible," is how the state "Rules for Students" formulate this practical expression of Soviet patriotism of a schoolboy.

From the point of view of effective patriotic education, the social work of students is also important. Taking a feasible part in it, children feel like participants in national life, socialist construction, acquire the necessary organisational skills, practice creative activities in a team.

At first, younger schoolchildren are accustomed to performing various simple tasks of the teacher, both individual and collective.

In primary classes, the following types are most common intra-school social work of students: class duty and at school, carrying out the instructions of the teacher and the staff (monitoring the sanitary and hygienic condition of the classroom, design of the classroom, production of visual aids, work on landscaping the school, etc.), helping comrades in learning.

During the Great Patriotic War, children took an active part in such social work as collecting scrap metal, medicinal herbs, caring for wounded soldiers; the Timur movement to provide labour

assistance to families of those who went to the front also developed widely during the war years. Senior schoolchildren worked in agriculture for harvesting, caring for cattle.

In the post-war period of reconstruction and further development of the national economy of the country, schoolchildren also contribute their share to the common cause of socialist construction.

The socially useful work of children is carried out mainly through the pioneer organisation, which directs the social activity and amateur activity of the pioneers. This work of primary school students should be feasible and meet educational goals. Younger schoolchildren of rural schools can perform a demonstration of children's amateur performances in a collective farm club, take patronage of young farm animals in their collective farm, organising care for them in their free time, take part in tree plantations, planting fruit collective farm gardens, nature protection, etc.

Of course, in all this work, it is necessary to observe a certain measure, not allowing overloading children with impossible tasks, it is necessary to ensure that schoolchildren realise the social significance of their practical work, understand well what and for what purposes they are doing.

Conducting educational work in the classroom, the teacher should form children's readiness to perform heroic deeds in the name of the motherland, just as the glorious representatives of Soviet youth—Zoya Kosmodemyanskaya, Alexander Chekalin, noble heroes of Krasnodon fulfilled their duty to the fatherland. But at the same time, it must be remembered that the school, the pioneer organisation and the family are obliged to educate children—future citizens of the socialist state—not only the desire for heroic feat, but also the ability to implement “the longest, most persistent, most difficult heroism of mass and everyday work”<sup>1</sup>.

This task is carried out by the school through the labour education of children.

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<sup>1</sup> Lenin, Op., vol. XXIV, p. 339.



## LABOUR EDUCATION

Labour is the source of all material and cultural values created by mankind. The development of society is impossible without labour. But under the conditions of capitalism, the ruling classes are exempt from labour, they lead a parasitic lifestyle, appropriating the results of the labour of workers and peasants. The hard, exhausting labour of the oppressed masses, delivering untold wealth to the capitalists and landlords, does not provide the workers with satisfaction of the most necessary needs. Forced labour is a severe necessity for them. In our socialist country, labour has turned “from a shameful and heavy burden, as it was considered before, into a matter of honour, into a matter of glory, into a matter of valour and heroism” (Stalin). It is a sacred duty of every citizen of the USSR. The right to work is guaranteed by the basic law of the country—the Stalinist Constitution. The free labour of the citizens of the USSR is a source of economic and cultural growth of our country, its power, and further improvement of the material well-being of the Soviet people.

A new, socialist attitude to work does not arise spontaneously, by itself. Socialist industrial relations contain objective conditions, opportunities for a new attitude to work, which can and should be turned into reality through persistent and purposeful education.

Workers, peasants, and the Soviet intelligentsia are working with great patriotic enthusiasm in the post-war period, quickly healing the wounds inflicted on the country by the war, and moving forward the economy and culture of the motherland: on the way to communism. Changing people’s views on work and fostering a socialist attitude to work contributes to the authority and respect for working activities that have been created in our country.

One of the important tasks of our school is the upbringing of children a socialist attitude to work and some preparation for their practical activities as future citizens of the USSR—conscious builders of a communist society.

The educational significance of work is not only that it prepares children for socially useful activities in society.

At the same time, labour is an important tool for the education of communist morality. Such personality traits of a Soviet person as diligence, discipline, the desire for comradesly mutual assistance, a socialist attitude to public property, perseverance in overcoming difficulties, etc. are brought up in work.

Assessing the moral significance of labour, A. S. Makarenko wrote:

“... in the labour effort, not only the working preparation of a person is brought up, but also the preparation of a comrade, i.e. the right attitude to other people is brought up, this will already be moral preparation... Only participation in collective work allows a person to develop a correct, moral attitude towards other people—kindred love and friendship towards every worker, indignation and condemnation towards a lazy person, a person who evades work.”<sup>1</sup>

A. S. Makarenko pointed out the need to teach children creative work, which is possible “only when a person treats work with love, when he consciously sees joy in it, understands the benefits and necessity of work, when work is done for him as the main form of manifestation of personality and talent.”<sup>2</sup>

Labour education of children is carried out by the teacher in daily work with them. In the classroom, the teacher explains to children the role of work in human life, especially in a socialistic society. As a result of educational work, children understand that:

labour is the source of all material and cultural values created by man; without labour, human life is impossible;

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<sup>1</sup> A. S. Makarenko, Lectures on the upbringing of children, Uchpedgiz, 1940, p. 70.

<sup>2</sup> Ibid., p. 69.

in the capitalist countries, labour is a heavy duty for the working people; the results of their labour are appropriated by capitalists and landowners;

in the USSR, work is the first and most important duty of everyone: in our country everyone must work;

our people work for themselves, for their own socialist state; whoever works harder and better, gets more and gets paid for his work;

the best working people are surrounded by respect and honour; in school, in the pioneer detachment, children must prepare themselves for work for the benefit of their homeland;

learning is the main work of a schoolboy; studying with the exertion of all forces and abilities is the duty and duty of Soviet children to the motherland, the people, the state;

a student of the Soviet school takes part in domestic work, helping his relatives with household chores, caring for younger brothers and sisters;

with feasible socially useful work, children contribute their share to the national cause—the construction of communism.

Attaching great importance to explaining to children the role of work in our country, their duties to study well, it is necessary to emphasise the crucial role in the labour education of specific work activities of students. It is only in a variety of creative work that the child's interest in work, the habit of activity and labour efforts, as well as the necessary labour skills are brought up. Without organising the direct activities of children in and out of school, it is impossible to cultivate a socialist attitude to mental and physical labour.

The rudiments of labour education are carried out already in preschool age. A special role here belongs to the game, which is the main activity of a pre-schooler. In primary school age, the game also occupies a fairly large place in the lives of children.

Younger students are fascinated by various collective games. In games, children often imitate work processes. The game is often associated with the preparation and processing of various kinds of building material, the manufacture of necessary equipment, etc.

The task of the teacher is to stimulate the children's play activity, to observe that their labour efforts in the game are feasible, to fill the children's games with such content that, being interesting, would have an educational value.

But the main activity of the student is still teaching. To cultivate a love of intellectual work, a habit of it, diligence, i.e. the desire to study as best as possible, is the most responsible task of the school.

This task is solved by creating children's interest in knowledge, proper organisation of training sessions, persistent teaching of children to various types of educational work, attentive listening to the teacher's explanations, performing exercises and other independent work, regular homework assignments, etc.

The education of children's love of work, the ability to overcome difficulties that arise when performing educational tasks, requires the teacher to work attentively and persistently with the classroom staff and each student, the use of different methods and techniques of influence for children. Let's take an example from the experience of a Leningrad teacher.

Elementary school students are willing to learn poems. It is not uncommon for a teacher to give a task to read a poem expressively from a book, and children will learn it by heart on their own initiative. In connection with Lenin's days, the teacher asked first-graders to learn the poem "Happy Childhood". Here the reverse picture turned out. Called to answer, they said: "Can I not say it by heart, but read it?"—"Why didn't you learn it by heart?"—"It's difficult."

Indeed, there are many words in the poem that are difficult for the students of the class. But there were still children who learned the poem by heart. The teacher praised them in front of the class: "These are good fellows, these are real Octobrites! They were not afraid of the difficulties, they learned."

The next day, many children told the teacher that they now also know this poem by heart, I had to ask them and praise them.

In this case, praise and an indication of the need to overcome difficulties played a positive role.<sup>1</sup>

The teacher's stories about how the great leaders of the Soviet people, Lenin and Stalin, studied, how they carried revolutionary science to the broad masses of the people, about what difficulties many outstanding people of our motherland—Lomonosov, Tsiolkovsky, Gorky overcame in order to master the peaks of science and art and develop them further for the benefits of humanity,—will contribute to the education of children's perseverance and perseverance in learning.

For the education of diligence in children, the system of assessment of student performance established at school should be used. It is necessary to explain to children that a score, a mark, is a form of assessing a student's knowledge. Not only he himself is interested in the high quality of learning, but also the whole children's collective of the class, the school, his parents, the Soviet state, the whole people are interested. When evaluating the success of children, if necessary, the teacher should use the right to compel a negligent student to study diligently: he can lower the mark on diligence, leave the student at school to complete unfinished homework, deprive him of the right to participate in the work of the circle until the gaps in academic performance are filled, etc.

The desire for activity, including physical work, is characteristic of a child. But love and the habit of work do not arise spontaneously. They are formed in the process of education. Pedagogical practice knows cases when, with the wrong approach to the labour education of students in school and family, some children do not want to work, are lazy, strive only for fun and entertainment. Such a situation can be created when the school and parents excessively protect children from mental or physical stress at work. Some teachers explain the teaching material in such a way that they leave almost no room for independent work and mental activity of children. While in the family, children are often not involved in physical labour, do not

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<sup>1</sup> From the experience of the teacher E. N. Novopashenny, 79th school of Leningrad.

have any work responsibilities, even for elementary self-service. In such cases, the activity of children, not finding use, weakens. Instead, a tendency to idleness develops. This is also facilitated by the desire of some teachers to reduce all educational work to the organisation of a fun and entertaining pastime.

The curriculum of our school does not provide for special lessons on labour. However, the school has the opportunity to organise physical labour classes for children outside of school hours. In elementary school, the simplest work can be carried out on the manufacture of products (toys for kindergarten, the simplest textbooks, etc.) from paper and cardboard, plywood, wire, wood, as well as work on caring for plants and animals in a corner of nature.

A rural primary school has great opportunities for organising agricultural work of children on a school site, on a collective farm. This work should be closely linked with the training sessions.

The family and the school are obliged to teach children to self-service, to instil in them the skills of caring for their shoes and clothes, the ability to fix a small malfunction in a suit (sew a button, mend a dress, etc.), and these skills should be brought up not only in girls, but also in boys. The school can involve children in preparing the classroom for the holiday, in the simple repair of school equipment—desks, blackboards, to work to maintain cleanliness and order in the school yard, etc.

When organising child labour in various types and forms, one should not forget about compliance with general pedagogical requirements.

Children should be clear about the purpose of their work, its social significance.

In connection with the historic resolution of the party and the government on the plan of protective forest plantations, the schools of our country have organised a large socially useful work, in which millions of schoolchildren take part: they collect seeds for planting forests, take part in tree planting, in the care of plantings, in the protection of forests, etc.

The noble goal—the fight against drought, the transformation of nature in the interests of our motherland, captured not only high school students, but also younger schoolchildren.

It is difficult to overestimate the educational value of socially useful work of children. Work should be feasible for students of this age, but at the same time require certain efforts from them (we are talking not only about physical, i.e. muscular efforts, but also about the strain of the child's mental strength).

A. S. Makarenko said: "If we always entrust a boy or a girl with the same task, the same physical work that requires only the expenditure of muscular energy from him, the educational value of labour will be very limited, although it cannot be said that such labour is completely useless. The child will be accustomed to labour training, will take part in social work, will be morally brought up in labour equality with other people, but still it will not be a real labour Stakhanov education if we do not add interesting organisational tasks to the labour exercise."<sup>1</sup>

In the process of work, children develop organisational work skills, resourcefulness, efficiency, prudence, sharpness, initiative and ingenuity in work.

The teacher sets a specific work task for the children and gives a general direction to its implementation. Students are given the opportunity to take this task creatively, with initiative. Naturally, in the lower grades, the teacher's instructions about the order of work (or assignments) should be very specific and detailed. But the older the children, the greater the share of independence should characterise their work. Work makes it possible to put into practice the knowledge gained by children in the learning process, as well as enriches students with new information and skills and helps to better understand nature.

When selecting the content and methods of out-of-school work for children, the teacher should keep in mind, first of all, the educational value of one or another of the children's work.

Educationally, it is very important to combine individual and collective forms of work of children. Each student should be able to independently perform the assigned specific work and at the same time take an organised part in the general work. The teacher should

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<sup>1</sup> A. S. Makarenko, Lectures on the upbringing of children, Uchpedgiz, 1940, p. 73.

take care that younger students gradually learn to be not only performers, but also labour organisers: they were able to outline a work plan, distribute it among a group of students, explain to each the nature of the task and possible ways of its implementation, monitor the work, evaluate the quality of performance, etc.

The school is obliged to teach children to do any necessary work, even if it is not of direct interest to them, ensuring that children in their attitude to work are guided by an understanding of its social significance,

It is clear that a conscious attitude to work does not arise in children immediately—this requires long-term educational work. However, the idea that it is necessary to conscientiously and well perform any work, it is necessary to inspire children from the very first days of school education.

In order to encourage children to work and to do their work better, it is necessary to evaluate the quality of individual assignments, to note the achievements of individual students, as well as shortcomings; it is especially useful to do this in front of a children's team.

Of significant educational importance is the public accountability of the school to the population: the organisation of exhibitions on the results of the year, exhibitions of children's creativity, children's work at the school site, on the collective farm, in public gardens, etc.

Public recognition of the achievements and successes of the school and students in teaching and social work will cause children to feel proud of their work and desire for further activity:

The education of a socialist attitude to work is inextricably linked with the development of children's socialist attitude to public and personal property. By teaching children to appreciate human work, the school at the same time instils in them respect for the results of work.

In the lessons of explanatory reading on history, in extracurricular classes in an accessible form, using concrete examples, the difference between private, capitalist property and public, socialist property is brought to the consciousness of children.



In this regard, it is very useful to read and explain to students the famous letter of N. K. Krupskaya to the pioneers: “Mine and ours”<sup>1</sup>.

In this letter, N. K. Krupskaya, starting from the concrete fact of one boy’s negligent attitude to the library, shows the essence of socialist property to children in an exceptionally vivid and imaginative form and finds out the need for careful attitude to public property.

Elementary school students should know about the heroic act of pioneer Pavlik Morozov, who exposed his father—a robber of public property—and died at the hands of Kulak hirelings.

The education of a socialist attitude to public property should be effective, i.e. it should find expression in the daily behaviour of children: in a careful attitude to school property (school building, furniture, textbooks, etc.), in active participation in the preparation of the school building for the beginning of the school year, in performing feasible social work on the collective farm (for the protection of the crop, the collection of ears, etc.).

The teacher should explain to the students that they—the children of the Soviet people—should be very careful about public property.

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<sup>1</sup> N. K. Krupskaya, *About educator n training*, Uchpedgiz, 1946, pp. 148-150.

## **FOSTERING CONSCIOUS DISCIPLINE AND SKILLS CULTURAL BEHAVIOUR**

Socialist discipline, as a manifestation of new social ties arising from the peculiarities of socialist society, consists in observing established norms of behaviour based on a communist attitude to work, public property, and observing the rules of socialist community.

In a historic speech at the Third Congress of the Komsomol, Lenin defined the meaning and nature of the new discipline as follows:

“In place of the old drill, which was carried out in bourgeois society against the will of the majority, we are putting the conscious discipline of workers and peasants, who combine with hatred of the old society the determination, skill and willingness to unite and organise forces for this struggle, so that from the will of millions and hundreds of millions scattered, fragmented, scattered throughout the vast country to create a single will, because without this single will we will inevitably be defeated. Without this unity, without this conscious discipline of the workers and peasants, our cause is hopeless.”<sup>1</sup>

Speaking about the discipline of the new social order, the great leader of the socialist revolution emphasises first of all its consciousness, unity of will, unity of the collective builders of socialism in the struggle against exploitative society.

The conscious discipline of the workers is based on the unity and clarity of the goal of building a new society.

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<sup>1</sup> Lenin, Op., vol. XXX, pp. 407-408.

Lenin contrasts the conscious socialist discipline of workers and peasants with the discipline of bourgeois society, the discipline of oppression and enslavement of workers.

Conscious discipline is “the discipline of trust and organisation”, “the discipline of comradeship, the discipline of every respect, the discipline of independence and initiative in the struggle” (Lenin).

At the same time, Lenin emphasised the other side of the new discipline—the subordination of each member of the collective to the will of the majority, to the requirements of the socialist state.

Socialist discipline is labour discipline, iron discipline. It “does not exclude, but presupposes conscientiousness and voluntary submission, because only conscious discipline can be really iron discipline” (emphasised by us. Ed.)<sup>2</sup>.

Conscious labour discipline implies strict responsibility of each worker for the work performed and his behaviour.

Since consciousness is the most important principle of workers’ discipline, persuasion is the main tool in the struggle for socialist discipline. Agitation and propaganda, socialist competition, the whole system of ideological social education are aimed at forming a new discipline among workers.

Recognising persuasion as the main tool for the education of a new social discipline, Lenin and Stalin pointed out that, if necessary, coercion should also be applied to persons who are not amenable to persuasion and violate the requirements of labour discipline.

Lenin at the same time emphasised the following condition for the use of coercion:

“... we then correctly and successfully applied coercion when we were able to first bring the basis of persuasion under it.”<sup>3</sup>

Discipline is one of the most important features that characterise the moral character of the Soviet man.

Article 130 of the Constitution of the USSR states that “it is the duty of a Soviet citizen to comply with the laws, to observe the discipline of labour, to honestly treat public duty, to respect the rules of the socialist dormitory.”

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<sup>2</sup> J. Stalin, *Questions of Leninism*, ed. 10th, p. 70.

<sup>3</sup> Lenin, *Op. t. XXVI*, p. 14.

The Soviet school is an organic part of Soviet society, inextricably linked with the whole life of the people. Therefore, the discipline of the Soviet school reflects the nature of the socialist social discipline that exists in the USSR.

Carrying out the task of training future participants of socialist production from students, active and conscious builders the school educates children in the spirit of the requirements of socialist social discipline.

School discipline is a necessary prerequisite for successful education and upbringing and at the same time an important part of the communist education of students; it involves the education of appropriate beliefs, moral habits that determine the disciplined behaviour of a student both during his schooling and in subsequent conscious life and activity.

In contrast to the senseless drill of the old school, the mechanical training of children to obedience, the Soviet school implements the principle of conscious socialist discipline based on internal the conviction of children in the need for norms and rules of organised behaviour. It is quite clear that the implementation of the principle of conscientiousness of discipline requires a lot of educational work from the school and teachers.

At the same time, the discipline of the Soviet school should be firm, accompanied by unconditional subordination of students to the teacher, which does not contradict the conscious nature of school discipline. Just like the Soviet social discipline, the discipline of school students should be expressed in the active desire of the student as much as possible it is better to fulfil requirements, orders, in an effort to organise work, to fulfil one's duty on personal initiative.

What is the discipline of a student of the Soviet school?

Conscious discipline of Soviet school students is expressed primarily in their understanding of the importance of discipline as a necessary condition for successful learning and in the implementation of the norms and rules of the socialist attitude to academic work, to socially useful work, physical labour in the family, etc.

Conscious discipline is expressed in children's understanding of the need to subordinate personal interests to the interests of the collective, in meaningful and unconditional observance of such important norms and rules of the socialist dormitory as respect for parents and elders, a friendly attitude to comrades, caring for younger ones, careful attitude to school and public property, cultural behaviour in public places.

The conscious discipline of the student is also manifested in the fact that he always faithfully performs the duties assigned to him, even in the absence of direct control.

A disciplined student not only observes the requirements of school discipline himself, but resolutely fights with the indiscipline of his comrades.

The basic norms of student discipline are formulated in the "Rules for Students", introduced by the order of the People's Commissariat of Education of the RSFSR of August 5, 1943.

In accordance with these rules, a Soviet student is obliged to:

“1. Persistently and persistently acquire knowledge in order to become an educated and cultured citizen and bring as much benefit to the Soviet motherland as possible.

2. Study diligently, attend classes carefully, do not be late for the start of school.

3. Unquestioningly obey the orders of the headmaster and teachers.

4. Come to school with all the necessary textbooks and writing materials. Before the teacher arrives, prepare everything necessary for the lesson.

5. Come to school clean, combed and neatly dressed.

6. Keep your place in the classroom clean and tidy.

7. Enter the classroom immediately after the bell and take your seat.

To enter and leave the classroom during the lesson only with the permission of the teacher.

8. During the lesson, sit up straight, without leaning or falling apart; listen carefully to the teacher's explanations and the students' answers, do not talk and do not engage in extraneous matters.

9. At the entrance to the classroom of the teacher, the headmaster and when leaving the classroom, greet them by getting up from their seats.

10. When answering the teacher, get up, stand up straight, sit down in place only with the permission of the teacher. If you want to answer or ask the teacher a question, raise your hand.

11. Accurately record in a diary or in a special notebook what the teacher has set for the next lesson, and show this record to parents. Do all the homework yourself.

12. Be respectful with the school principal and the teacher. When meeting teachers and the headmaster of your school on the street, greet them with a polite bow; at the same time, the boys take off their hats.

13. Be polite to elders, behave modestly and decently at school, on the streets and in public places.

14. Do not use abusive and rude expressions, do not smoke. Don't play games for money and stuff.

15. Take care of school property. Take care of your things and the things of your friends.

16. Be attentive and considerate to the elderly, young children, the weak, the sick, give them a way, a place, provide all possible assistance.

17. Obey parents, help them, take care of little brothers and sisters.

18. Keep the rooms clean, keep your clothes, shoes, and bed in order.

19. Have a student ID card with you, keep it carefully, do not transfer it to others and present it at the request of the principal and teachers of the school.

20. Cherish the honour of your school and your class as your own.

For violating the rules, a student is subject to punishment, up to expulsion from school.”

These rules are the law of a student's life. The explanation of them and the daily habituation to their implementation should be the basis for the education of conscious discipline of elementary school students.

Basic conditions and ways of educating conscious discipline requires students to comply with the established requirements. Submission is closely related to authority.

Younger schoolchildren, even when they are not yet fully aware of the need for certain requirements of the teacher, willingly fulfil them, obeying his authority.

The different behaviour of the same students in the lessons of different teachers is usually explained by the degree of authority of one or another teacher.

The education of conscious discipline of students is carried out mainly in the learning process. Using the content of academic subjects, the teacher brings children to an understanding of the requirements that are imposed by the school and the state on their behaviour.

In the lessons of explanatory reading, it is necessary to explain to children concepts and ideas that reveal the essence of conscious discipline and substantiate the requirements of the state for the behaviour of children in and out of school.

The experience of the best teachers shows that even younger schoolchildren, through reading and conversations available to them, are able to learn from concrete facts the following provisions related to the discipline:

the main thing in people's lives is work; for success in work, discipline is needed—strict observance of the established order, honest performance of their duties;

to study well and excellently is the first duty and obligation of every student to his homeland; for successful learning, discipline is necessary, the fulfilment by students of the established rules of conduct, academic duties;

in the USSR, all people are masters of their country, all work together in the interests of their people; land, factories, mineral wealth, etc. belong to the people, the socialist state of workers and peasants; workers protect public property; the law punishes the robbers of socialist property, as well as those who encroach on the personal property of citizens;

organisation and discipline characterise all the behaviour of Soviet citizens—at work, in the family, in public life; students of the Soviet school also strive for cultural behaviour both at school and outside it.

Naturally, these general concepts include a number of more specific ones and should be explained taking into account the age of children of one or another grade of primary school on concrete and vivid material available to them.

There are many articles in educational books for reading that give the teacher the opportunity to actively influence the feelings and consciousness of children. Reading articles and conversations on what they read help to form the necessary moral ideas and disciplined behaviour in children.

In history lessons, children realise the role played by the unity and discipline of the working class and its vanguard, the Communist Party, in the Great October Socialist Revolution, in the struggle against the interventionists and counter-revolutions during the Civil War. Studying vivid pictures of the history of their homeland, children are convinced of the exceptional importance of the conscious discipline of millions of working people of our country, led by the Lenin—Stalin Party, for building socialist society, for the victory of the Soviet people over Hitlerite Germany and imperialist Japan in the Great Patriotic War. The study of history will help students to understand the features of socialist social discipline—“the discipline of comradeship, the discipline of every respect, the discipline of independence and initiative in the struggle” (Lenin), its advantages over the discipline of bourgeois society—the discipline of drill, oppression and punishment of workers.

It takes a lot of hard work, persistent and consistent, to educate children of firm beliefs in the need for conscious discipline. Some teachers, ignoring the age possibilities of children, strive to bring all the norms of discipline to their consciousness in a short time, give certain moral concepts in the form of naked, annoying moralising and, of course, do not get the necessary positive results.

It is possible to cultivate conscious discipline in children only if there is a clear organisation and a well-thought-out methodology of educational work.

There will be no grounds for violating academic discipline if the teacher carefully prepares for classes, selects the necessary visual aids in advance, thinks through what and how to explain and show children how to stimulate their activity in the classroom, what types of independent work of students to include, etc. It is very important during the lesson to ensure that all children they were involved in active work, monitor the stability of their attention and, if necessary, warn fatigue of children, moving from one type of educational work



to another (for example, from reading to conversation or story, from written exercises to oral, etc.).

While conducting classes with the class, it is necessary to relentlessly observe the work and behaviour of individual students, especially those who are not yet accustomed to discipline and order or are characterised by instability of attention in order to prevent a violation of discipline at the time, to attract weakened attention to themselves with a question addressed to them (during the lesson), etc.

For the education and maintenance of discipline of students, an organised start of the lesson is especially important.

If the teacher starts the lesson without paying attention to the fact that the children have not calmed down yet, have not prepared textbooks, notebooks, writing materials, then, as a rule, from the very first minutes of the lesson, the normal order is violated. When it enters the system, the children inevitably are accustomed to violating academic discipline. Meanwhile, in the very first days of school, children should be taught to enter the classroom exactly on the call, immediately prepare the necessary educational supplies for the lesson, and with the appearance of a teacher in the classroom, immediately get to work. The organised beginning of the lesson also depends on the teacher's ability to immediately capture the attention of children.

Of great importance is the correct organisation of checking homework and interviewing students. If the teacher, checking the completion of homework or asking a student, leaves the class out of his attention, does not attract him to a specific case, then the class he loses his business mood and violations of discipline begin immediately. Students should know (having seen this in practice) that they can be asked by the teacher at any time and that they should always be ready. From the point of view of discipline, the very method of asking is also important. Pedagogical experience shows that in order to ensure the sustained attention of all students, when asking, one should first formulate a question by sending it to the whole class, and then call an individual student for an answer.

When the teacher reports new material, the main source of attention, and consequently, the discipline of students. there is an

interest in the lesson caused by the content of the lesson. But not every material in itself can interest students. Therefore, it is necessary to teach children to be attentive even if the lesson does not cause immediate interest in its content.

When presenting new material, the teacher needs to remember that elementary school children are not able to keep their attention on the same material for a long time— they get tired quickly. In this case, it is especially important to alternate different methods and techniques of work in the lesson.

Organising independent classroom and homework of students, in order to prevent reasons for discipline violations in the classroom, it is necessary to thoroughly explain to students the content and procedure of work, check whether they have the educational supplies necessary for it. It is absolutely necessary to systematically check the completion of homework by students, since the absence or weakening of control in academic work undermines the foundations of school discipline.

With the simultaneous work of the teacher with two classes, the state of discipline in the lesson depends on the organisation of independent work of children and its skilful alternation with the direct lessons of the teacher with children.

Of great importance in the education of disciplined children is organised end of the lesson. Sometimes we have to observe such a picture in schools: as soon as the bell announces the end of the lesson, the students noisily break from their seats and run out of the classroom without the teacher's permission.

The right thing to do is those teachers who persistently demand that students continue working until the teacher says that the lesson is over.

The school exerts its educational influence on students not only during classes, but also during extracurricular time.

Extracurricular work should also have its content to facilitate the students' assimilation of the norms and requirements of discipline: a clear organisation of children's activities during extracurricular time develops a certain range of skills and behavioural habits in the team. Intelligently directing the extracurricular interests of children, organising their leisure and recreation, the school leaves no room for

idle pastime of students, which is the source of their indiscipline, protects children from possible alien influences, teaches them to organised socially useful work.

Extracurricular activities, as a rule, strengthen the educational influence of the school and the teacher on students.

The special role of the children's collective in strengthening conscious discipline should be emphasised.

N. K. Krupskaya said that unlike the bourgeois school, which educates individualism and egoism in children, the Soviet school should educate students in the spirit of subordination of personal interests to the public good, readiness to help each other and give their strength to the common cause. An important quality of a new person is brought up in the team—a sense of responsibility of everyone for the work of the whole team (class, pioneer detachment, link), as well as the responsibility of the collective for each of its members. In a team, a child learns to live by the rule: one for all, all for one.

A. S. Makarenko believed that in education in general and in discipline education in particular, it is important to ensure interaction a teacher with a team of pupils, and not just with individual pupils. The art of a teacher is to combine his leadership with certain rights of the collective.

For these purposes, the teacher should be able to guide the team in such a way that the will of the teacher and the will of the team are united.

The creation of a single, cohesive team is facilitated by a variety of joint activities of pupils, during which such traits of a new person as respect for any work, willingness to perform their duties, guided by a sense of duty and responsibility to the team, etc., are brought up. Students are united by a common desire—to study well, actively participate in social work, intelligently conduct their leisure.

The teacher daily and systematically strengthens and educates the children's collective, establishing the right relationships in it, using his influence and the influence of the commodity collective on individual students.

In the lower grades, it is necessary to explain to children in an accessible form the meaning of the collective and the need to obey

the established rules of collective life, to raise the authority of the children's collective in the eyes of students in every possible way.

Some experienced teachers already in grades I and II practice assigning individual tasks to children through a team. The children's (classroom) team itself nominates the organisers of board games, the head of the classroom library, the person on duty to take care of the wildlife corner, etc. Such public tasks teach children to work for a common benefit. Classroom meetings play an important role in the cohesion of the children's collective. The "Regulation on Student Organisations at school" provides, starting from the PG class, for the systematic holding of class-wide meetings of students to discuss issues of improving the work of the class and individual students. With proper organisation, classroom meetings bring children closer together, equip them with a consciousness of the strength of the collective, unite them around common causes, instil skills for jointly solving common issues of collective life, foster a sense of responsibility to the collective and for the collective, a sense of friendship and camaraderie.

But the teacher cannot limit himself to the task of rallying the class team. The struggle for the honour of one's class should grow into a struggle for the honour of the school, and the responsibility for the study and discipline of individual students of one's class should grow into responsibility for the academic performance and discipline of students of the whole school. In his work on the cohesion of the children's collective, the teacher relies on pioneer organisations that cover a significant part of the students of grades III and IV.

The work of a pioneer organisation based on comprehensive development initiatives, activity and amateur activity of pioneers, contributes to strengthening the discipline of students, as it satisfies the diverse needs of children, filling their leisure and recreation with interesting content.

The team of a link or detachment, in the right cases, affects individual pioneers who violate discipline.

The active assistance of teachers to supervisors in planning pioneer work, in conducting training camps, organising excursions, walks, in organising the activities of various circles, in conducting social work of pioneers, etc. will ensure consistency and high results

of joint work of the school and the pioneer organisation in the struggle for academic performance and conscious discipline of children.

Persuasion is the most important method of educating conscious discipline of students. One of the methods of persuasion is clarification. The subject of the explanation should be, first of all, the norms of behaviour formulated in the "Rules for Students".

Concreteness, imagery, accessibility of explanations are the most important methodological requirements. In one of the schools, a teacher explained to the students of the GU class the rule "To be attentive, considerate to the elderly, young children, the weak, the sick; give them way, place, provide all possible assistance", using the stories read by children "Children of the Dungeon", "Blind Musician" Korolenko, "Room in the attic" by Wanda Vasilevskaya, "Grandmother" by Oseeva. The teacher conducted a series of conversations with the children about the good and bad deeds of children. Then the children prepared their stories on the same topic. In the preparation of the stories, in addition to the literature read, several examples from the daily life of the students themselves were used. Finally, under the guidance of the teacher, a poster was compiled, in which illustrations were collected, children's notes, a list of recommended literature is indicated, and among all the material, the words from the poem by the poet V. Lebedevakumach stood out vividly: "We have a road for the young everywhere, we have honour for the old everywhere."

The students hotly discussed the actions of the heroes. With the help of literary images available to children, the teacher influenced the consciousness and feeling of his pupils. The conversation on what was read, skilfully directed by the teacher, contributed to the fact that the children learned one of the basic rules of cultural behaviour.

When explaining other requirements for student behaviour, you can use literary works that tell how the great leaders Lenin and Stalin studied, how Lomonosov and Gorky achieved knowledge, what importance is attached to public education in our country.

To clarify the requirements of discipline, it is extremely important to use specific facts of school life. So, after seeing an ink-

drenched desk, a teacher of one school told first-graders about how many people worked on creating this desk: some harvested wood, others processed it at sawmills, still others made a desk at a furniture factory, etc. The children listened to this story with great attention and asked to tell them what notebooks, books, and pencils are made of and how.

As a result of the conversations, the children began to treat the school property as caring owners.

In order to form the students' beliefs, the teacher uses one of the methods of explanation—instruction. In the instruction, the teacher relies on a specific case of behaviour and draws appropriate conclusions from it for the pupil.

Instruction is a fairly common way of influencing a student. But frequent instructions given on every occasion, as experience shows, do not achieve the goal.

In primary school age, instructions should be used more often, because children are forgetful, and their personal experience is insufficient. But the instruction should not turn into notations with their importunity and pickiness.

In the process of disciplining students, the teacher often expresses his will in the form of a demand.

A demand expressed in a categorical imperative form is an order.

In the case when a categorical requirement is expressed in a negative form (“it is not allowed...”, etc.), it is usually called a prohibition.

Ordering and forbidding are exceptionally sharp forms of expressing the teacher's demand, and if they are used inept, they can lead to negative results.

The order must be categorical, definite and precise. The student must clearly understand what the teacher requires of him, what kind of actions are obligatory for him. Otherwise, the order will not be executed or executed inaccurately and even incorrectly.

The ambiguity of the order may cause the student to doubt the need for its implementation.

The brevity of the order contributes to its certainty, prevents contradictory interpretations of it. In addition, the brevity of the order

ensures better memorisation of it by the child, and consequently, its execution,

Execution of an order should be feasible for the child, not to require too much tension from him. The unbearability of the order undermines its basis—the unconditional fulfilment, which is completely unacceptable in educational terms, as it leads to disobedience.

The order must be consistent, i.e. not contradict the previously given order of this teacher, as well as other teachers or school leaders.

The tone of the order should be firm and serious. This achieves the necessary authority of the order.

Excessive wastefulness in the distribution of orders and prohibitions is unacceptable. This weakens their strength and effectiveness.

The command is not only a means of directing the behaviour of the student, but also an important tool for the formation of his consciousness, beliefs that determine all his behaviour.

Sometimes the teacher expresses his demand in the form of a wish, for example: “Vitya, I would like you not to interfere with your neighbour’s work.”

By its nature, advice is also attached to the wish when the teacher recommends a certain way of behaviour to the student.

The teacher’s demand can also be expressed in the form of a request addressed to the student. The child, as it were, is given the opportunity to choose behaviour in this particular case. Often the child does not perceive the requirements in the direct form of an order, but willingly fulfils them if they are expressed in the form of a request.

Such indirect forms of making demands as a wish, advice, request should be resorted to when there is confidence in their fulfilment. It is impossible, of course, to allow such a situation when first the demand is expressed in the order of an order, and then the teacher resorts to advice or request. This will inevitably lead to a fall in the authority of the teacher and a decrease in the discipline of students.

Along with explaining the norms of behaviour to students, the teacher needs to pay the most serious attention to the education of strong skills and habits of disciplined behaviour in children. The lack of these skills and habits often leads to the fact that children, imagining the requirements of socialist discipline, do not know how to fulfil them.

The development of skills of organised behaviour begins from the very first days of the child's stay at school and continues throughout all the years of his education. Naturally, in the lower grades, the most elementary discipline skills are instilled in children; as the intellectual and physical strength of students increases, the skills become more complicated and improved accordingly.

The best teachers in the country apply a well-thought-out methodology for educating discipline skills. In a form accessible to this age, they bring to the consciousness of students the expediency and necessity of this skill; interest students in acquiring this skill; explain and show the content of the skill (for example, show how to sit at a desk, get up for an answer, etc.); systematically exercise students in certain skills; daily monitor the implementation of the set by students the school of order in the classroom, during recess, outside of school.

There are no trifles in the education of cultural behaviour skills. Only the attentive attitude of the teacher to all the little things can ensure the necessary effectiveness of the education of cultural skills in a child.

For example: going out to the blackboard, the student touched a book lying on the next desk with his hand. The book falls. The teacher says, "Pick up the book, go back to your seat, and then walk quietly without touching anything."

Or another example: a student is late for class, noisily opens the classroom door and, without asking the teacher's permission, goes to his desk. The teacher tells him: "Come back, you entered uncultured. Come out of the classroom again, carefully open the door and ask permission to enter. Having received permission, say hello and calmly go to your place",

Various types of encouragement of cultural behaviour of children are of exceptional importance.



“Girls,” the teacher says, addressing the students of the class, — While watching you, I noticed how one of you asked a neighbour for permission to use her ink, and the other asked me for permission to take a stuffed bird from the table to examine it more closely. How polite and cultured it is!”

Embarrassed and smiling faces from praise will be shown to the whole class, who were these good girls.

Teacher A. E. Adrianova, relying on her many years of experience and the experience of the best schools in Leningrad, developed specific requirements for the behaviour of primary school students in the development of the “Rules for Students”. Along with this, it gives instructions on the methods of teaching children to fulfil the requirements of the discipline. These are the instructions.

In what form should a student come to school. The student must: “come to school clean, combed, neatly dressed” (§ 6) ... “Keep his clothes and shoes in order” ... (from § 18). The teacher systematically ensures that these rules are followed exactly. He must ensure that every student comes to school clean, with clean hands, neck, face. On the hands, the nails should be cut short, the head combed. Boys should have their hair cut at least once a month; girls should have braided braids or neatly matched hair. Girls should not be allowed to come to school with their hair down. Students in the classroom should not be allowed to sit in hats: in shawls, hats, headscarves, bangs, scarves.

The student should be dressed in clean, neat, whole clothes, buttoned up to all buttons and with a white collar. Shoes should be cleaned. When entering the school, children should clean their shoes from dirt and dust. Every student must have a clean handkerchief with them.

Getting used to cleanliness and neatness is one of the important educational tasks of a teacher. In order to teach children to comply with the requirements of cleanliness and hygiene, it is necessary at the beginning of the year to inspect the teacher himself every day before the lesson children ‘and allow students to enter the classroom only when certain shortcomings. those noticed in the appearance of the student will be eliminated: dirty hands should be washed, dishevelled hair on the head put in order, unclean shoes — cleaned. When the majority of students learn the requirements of hygiene and violations of the rules of cleanliness will be a rare phenomenon, the teacher can appoint two children to help themselves— “orderlies”.

How to treat things and school property. “Take care of school property. Take care of your things and the things of your friends” (§ 15).

The book and notebook are the most frequently used textbooks. Love for the book and respect for it should be restored from the first moment of issuing the first book and notebook to the student. Children should be taught how to properly and beautifully wrap books. Put a label on the wrapper that says the name and surname of the student who owns the book, and the title of the book. Learn how to bookmark a book and use it. Show you how to put a book in your bag so that it doesn't crumple.

It is necessary to teach children the correct handling of the book: how to keep a book, do not bend it in half, put it on the table neatly open in front of you, as if flipping through a book, you need to lift the upper right corner of the page with your middle finger). Do not allow in books and in books to make blots and inscriptions, drool your fingers and trash the corners of books.

Children should be taught to make a folder for notebooks out of thick paper. Learn to put a notebook in this folder so that the corners of the notebooks do not crumple (cut off inside the folder). Do not allow: to tear out the pages from the notebook, to start a new notebook, if the old one is not finished.

Every Saturday, it is necessary to check the condition of educational supplies, making instructions on how to arrange defects and assessing the condition of textbooks.

When careful and careful attitude to things becomes a habit for students, viewing can be done less often.

How should a student prepare for the school day. “Come to school with all the necessary textbooks and written requirements. Before the teacher arrives, prepare everything necessary for the lesson” (§ 4). In order to educate students in the habit of bringing the necessary textbooks and school supplies to school, the teacher himself should check their availability daily before the lesson; and only after the violation of this rule becomes a rare occurrence, you can instruct this check to be carried out students on duty. The teacher must ask the attendants about the results of the inspection every day and conduct it himself at least once a week, informing the entire class about its results.

In order to educate children in the habit of preparing everything necessary for the lesson in advance, it is necessary to teach them to prepare both for the entire school day and for each lesson.

To do this, we can recommend the following order: when coming to class, the student should take out all the teaching materials from the bag; then put the empty bag in the desk; in the desk, on top of the bag, spread out

all the books to the left, in the desk, on top of the bag, lay out all the books to the left, to the right—to the punk with notebooks, in the middle—a pencil case. Such an order saves time in preparing the student for each lesson: it gives him the opportunity to quickly get the required things, and the teacher allows him to detect objects brought by children that are not related to training sessions.

How should the student prepare for the lesson. To cultivate such a valuable habit as preparing for a lesson, it is necessary from the 1st grade to teach children to prepare everything necessary for the upcoming lesson and remove everything unnecessary from the desk. The teacher should finish classes two or three minutes before the bell and at the end of the lesson, while the children can't read yet, report what the next lesson will be. And this must be done day in and day out, until the students, without a reminder, remove unnecessary teaching materials and take out the ones necessary for this lesson. Later, when the children learn to read, the timetable for that class should be posted in the classroom. You should strictly adhere to the schedule, and in case of reshuffling classes, inform the children in a timely manner so that they do not cause confusion (“we were not preparing for this lesson!”) And not destroy the habits that have been formed among students.

Teach students to maintain cleanliness and order in the classroom and in school, “Keep your place in the classroom clean and tidy” (§ 6). Cleanliness and order are the key to good discipline and successful training sessions. Every teacher, while teaching children to keep things tidy and clean, should develop the habit of finishing the lesson in time to allow students to put their school supplies in order and air the classroom well. The teacher should not start a lesson if there is a mess in the classroom: a dirty blackboard, crookedly hung visual aids, papers on the floor, etc. The teacher should be able to quickly eliminate clutter in the classroom, involving students in this.

Every day, before going home, children should be put in full order desks, tables with manuals, study supplies and the whole class. The school itself should be a model of cleanliness and order: window and door panes should be wiped every day, cleaning should be done in a wet way, classrooms and corridors should be well ventilated. There should be nothing superfluous on the walls.

How to sit during the lesson. “During the lesson, sit straight, not leaning and not falling apart, listen intently to the teacher’s explanations and students’ answers, do not talk and do not do extraneous things” (§ 8). In order to in order to achieve a right landing during classes, it is necessary to show students how to sit properly in the first days of their stay at school, and then systematically check the implementation of instructions. In health

care classes, the question of the correct fit of students stands out from the general cycle of health care issues.

During classes, students should not be allowed to make unnecessary movements with their hands (pulling their hair, aimlessly twirling an object in their hands, picking their nose, ears, biting their nails, etc.), and even more so foot movements.

Educating the correct and healthy posture of the student at work, the teacher must ensure the correct selection of desks for children. With the right fit, the body is in balance, the active work of the muscles is insignificant, the organs of the thoracic and abdominal cavities are not constrained and the eyes are at a proper distance from the objects of work.

The teacher needs to remember that the spinal and cervical muscles that support the trunk and head from leaning forward in primary school children quickly they get tired. Therefore, it is impossible to spend the entire lesson reading or writing in the lower grades without a break; the time for writing and reading in these classes should last no more than 10 minutes. In between reading or writing, students should be given the opportunity to freely lean back, get up from their seats, move a little.

Entering and exiting the class “Enter the class immediately after the bell and take your seat” (§ 7). It is necessary to teach students to enter and leave the classroom he is organised and calm. To enter the classroom in an organised manner is to save time, and to set up for classes in a working, business—like way. Children should calmly, without pushing, without chatting, go to their seats.

Children can finish the class only after the teacher’s words: “Go to recess,” or: “You can go,” or: “The lesson is over, you can go.” Students should not be allowed to get up from their seats before the teacher’s permission.

It is necessary to teach children calmly, without shouting and noise, leaving the classroom. “To enter and leave the classroom during the lesson only with the permission of the teacher” (§ 7).

You should not be prevented from leaving the classroom during the lesson, if anyone needs it. But it is necessary to gradually teach children to do everything in their own time. On the very first day after the children arrive at school, explain to them the meaning of the changes; before releasing the children for recess, remind them that everything is provided for on their part, explaining to the students that leaving the classroom during the lesson interferes with the overall work.

When and how to raise your hand. “If you want to answer or ask the teacher a question, raise your hand” (§ 10). Children should be taught to

raise their right hand, placing it on the elbow in front of them. The hand can be raised; in response to a teacher's question asked to the whole class, when a student turns to the teacher with a question or for help. It is necessary to impress upon children that it is as impolite to raise your hand when a teacher or a friend speaks as to interrupt the speaker.

When calling to the blackboard, it is necessary to teach children to get up, leave the table and then after the answer, sit down quietly. Go to the blackboard should be calm and inaudible, without waving your arms, without touching the desks, without grabbing them with your hands, without waddling, without shuffling, without stomping your feet.

If, during the written work, the teacher approached the student's desk and demanded to show the notebook, the student should put down the pen, stand up, take the middle of the upper edge of the notebook with his right hand and give it so that the teacher could immediately read. While the teacher is reading what is written in the notebook, the student should stand, the left hand should be lowered.

How a student should behave when answering. It is necessary to inspire students that when answering a teacher and when talking to seniors, they should stand straight with their hands at their sides, not leaning against a wall or a blackboard, not leaning on a desk or a teacher's desk. You should answer calmly, depending on who you answer. Speech should be clear and distinct; it is impossible to gesticulate or sway during answers and conversation. It is impolite to interrupt the speaker and address him before he finishes his speech. You should not keep your hands in your pockets. You can only sit down with the permission of the teacher.

How students should behave towards their elders and comrades. "Be respectful with the school principal and teachers. When meeting teachers and the school principal on the street, greet them with a polite bow, while the boys take off their hats" (§ 12). "Be polite to elders, behave modestly and decently at school, on the street and in public places" (§ 13).

"Be attentive and considerate to the elderly, young children, the weak, the sick: give them a way, a place, provide all possible assistance" (§ 16).

It is necessary to teach students to take off their hats when entering a school or apartment. Teach students to ask for prior permission when a student needs to enter someone else's classroom, into someone else's room, into the teacher's room, into the office and the room where the elders are, advising students to knock first and only after waiting for an answer, open the door with the words: "May I enter?" or "May I come in?" To teach to quietly enter the room where the elders are, to thank for the fulfilment of the request, for the received thing, for the praise.

Explain to students that it is indecent to give a hand to elders when greeting the first: a hand can be given only when the elder extended his hand first. It is indecent to interrupt the elders when they are talking: standing aside, you have to wait for the adults to finish the conversation or turn to the student.

It is necessary to teach children, starting from grade I, to always and everywhere give way to older and younger ones, to teach students to let an adult pass in front of them, to pick up things dropped by someone, and politely return them to the one who dropped them.

“At the entrance to the classroom of the teacher, the headmaster and when they leave the classroom—greet them by getting up from your seat” (§ 9). It is necessary to teach children at the entrance to the senior class to get up calmly, without pushing neighbours, without making noise. Stand straight with your arms at your sides. It is not too early to sit down, as they will receive an invitation to sit down.

“Do not use abusive and rude expressions” (§ 14). When teaching children to be treated politely at school and at home, it is necessary to pay attention to the tone, words and expressions of the students. Prohibit calling each other nicknames or rude names: Pebble, Sasha, Vaska, instead of: Galya, Sasha, Vasya. To teach the words of politeness: “thank you”, “be kind”, “please”, “thank you”, etc.

It should be explained to children that it is not appropriate to laugh loudly and talk loudly on the street and in public places.

It is necessary to systematically cultivate in children an affectionate and friendly attitude towards each other, a sense of collectivism and commodity, a willingness to help each other.

The most important condition for the education of conscious discipline is a clear regime of the whole life and activities of children both at school and in the family.

If the school strives to bring up discipline and organisation in the child, to accustom him to order and culture, then, of course, it should first of all take care that in the surrounding environment, in the whole regime and routine of the school, he could see only positive examples.

Heads and teachers of advanced schools have learned this rule and pay great attention to issues of external order and regime, thereby achieving good results in discipline education.

In such schools, every detail of the equipment and design of the school building, classrooms is thought out, the order of educational

work and recreation of children is clearly regulated, there is planning and a certain system in the organisation of the whole life of students.

By educating students with positive skills and habits of discipline, teachers cannot but fight against bad habits that contradict the requirements of conscious discipline. The fight against bad habits should go in the following directions: the education of self—control (especially at an older age), i.e. the ability to monitor their behaviour; the displacement of bad habits with good ones (caprice, rudeness - politeness); systematic control over the behaviour of the student by the school and family; involvement of the children's collective (public opinion) in the fight against bad habits manifested by individual students.

We find extremely valuable instructions on ways to eradicate bad habits in children from K. D. Ushinsky.

“By its very nature,” says Ushinsky, “a habit is eradicated either from lack of food, i.e. from the cessation of those actions to which the habit led, or by another opposite habit.

Taking into account the innate need for incessant activity in children, it is necessary to use both of these means at once when eradicating habits, i.e., if possible, remove any reason for actions originating from a bad habit, and at the same time direct the child's activity in the other direction. If we, while eradicating the habit, do not at the same time give activity to the child, then the child will inevitably act in the old way.”<sup>1</sup>.

Further Ushinsky points out that when eradicating a bad habit it is necessary to find out why it happened, and act against the cause, not against the consequences.

Numerous facts of the eradication of indiscipline among students observed in pedagogical practice show that success is always determined by a thorough study of the causes of indiscipline, an individual approach in determining methods. Impacts in each individual case. At the same time, it is very important to rely on the positive qualities that the child has.

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<sup>1</sup> K. D. Ushinsky, *On Educational Work*, Uchpedgiz, 1939, p. 33.

The entire system of pedagogical influence, including encouragement and punishment, should be aimed at combating the indiscipline of students.

In the bourgeois school, when encouraging and rewarding teachers, they proceed from the opposition of individual students to the collective, consciously contributing to the development of mutual competition and rivalry among students.

Punishments in the bourgeois school also bear the stamp of the dominant ideology: they are designed primarily for the education of blind obedience, in the spirit of bourgeois legality and law and order.

In the Soviet school, encouragement and punishment are based on respect for the child's personality and are aimed at fostering a sense of human dignity in him. This is what motivates the combination of caring and demanding of the child, expressed in the wonderful words of A. S. Makarenko:

“As many demands on a person as possible, as much respect for him as possible.”

The educational value of encouragement lies in the fact that the teacher, giving a positive assessment of the student's behaviour, thereby strengthens his conscious desire to fulfil the requirements of discipline.

The following measures of encouragement of students have been introduced into the practice of schools: teacher's praise, an award and a certificate of commendation issued by the head or director of the school. The primary form of encouragement is the approval of the student's success and good behaviour.

Approval can be expressed in an approving gesture of the teacher, a smile reflecting his satisfaction with the student's behaviour in the classroom, a positive review of the student's work and behaviour in front of the class, parents, etc.

Sometimes it is very important to encourage a student who has not yet achieved complete success in his studies and discipline, but strives for it, makes certain efforts in this direction.

An expression of trust in a student (an assignment, a teacher's statement that a given student cannot act badly, etc.) is also a form of encouragement for a student.



The recognition by the teacher of the fact of improving the behaviour of the student, especially in the face of the children's collective, often stimulates the correction of undisciplined students.

The most common form of encouragement is praise. The value of praise increases if it is expressed in the presence of the class, at a school meeting. Praise, accompanied by a bonus (a book, a ticket to the theatre, etc.), is a reward.

In primary school, the highest form of encouragement is a certificate of commendation.

Incentives can be applied not only to individual students, but also to a group of students (a class, a circle, a group of students who have completed this or that assignment).

The encouragement of the team can be expressed in the form of: approval from the teacher (head of the school), a positive assessment from the pedagogical council, gratitude from the head in the form of awarding a class, a circle (valuable gifts, theatre tickets, participation in excursions, etc.).

Encouragement is a very effective means of educational influence on students. But with its inept application, it can give the opposite result to the intended one.

The encouragement should be deserved, i.e. it should correspond to the actual behaviour of the person being encouraged.

Undeserved encouragement discredits the teacher and turns praise and reward from a positive cognitive factor into a negative one, sows distrust of the teacher's actions and discord in the children's collective.

The form and degree of encouragement should correspond to the level of achievements of the student or the team, take into account the individual characteristics of children.

Encouragement, causing a student to have a sense of self-worth, should stimulate his desire to raise the honour of the class and school team with his successes.

Underestimating the role of rewards is just as harmful as grabbing children.

Success and diligence, high discipline are encouraged by the school and the teacher. But children should not make their

compliance with the rules of behaviour dependent on the mandatory receipt of encouragement or reward.

Considering persuasion and habituation as the main methods of educating conscious discipline, the school and the teacher can and should, if necessary, force the student to comply with the rules and norms of behaviour, including through punishments.

The following punishments have been established for students: a teacher's remark, a reprimand in front of the class, an order to the offender to stand up (at the desk, blackboard or teacher's desk, at the door), removal from the classroom, leaving after lessons, a decrease in the behaviour score, a call for suggestion to a meeting of the pedagogical council, expulsion from school, referral to a school with a special mode.

Punishment by itself, in isolation from the entire system of educational measures, cannot make the guilty person realise that he has done wrong. Punishment has educational significance only if it is based on a certain level of moral qualities, moral concepts and ideas of the punished person, on the authority of the teacher and the strength of the children's collective. This explains that one and the same measure of punishment in the hands of an authoritative teacher achieves its goal, while in another the same measure gives the opposite results to the expected.

When applying punishments, one should remember the words of M. I. Kalinin that "the teacher needs naturalness and honesty in resolving all issues, especially in resolving various children's cases, in questions about punishments, etc. Suppose a boy broke a glass or offended a girl, or a boy. Here it is necessary to proceed not only from the fact itself, as such, but to take into account how this or that solution of this issue will affect child psychology. This is absolutely necessary."<sup>1</sup>

The teacher's pedagogical tact, i.e. the ability to choose the correct behaviour in relation to the student in each given case, is the most important condition for the successful application of

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<sup>1</sup> M. I. Kalinin. On Communist education, Ed. APN RSFSR, 1948, pp. 157-158.

punishments, various measures of influence are applied to school practice that are not provided for by official instructions, since instructions cannot provide for all cases of school life.

Here, first of all, it is necessary to point out those punishments that directly follow from the act itself: a student has spoiled a school thing—he is forced to correct it or compensate for the material damage caused; violated the order on an excursion—is deprived for some time of the right to participate in excursions, etc.

The best teachers widely use indirect measures of influence on students: a hint of the child's guilt without mentioning his name, an imperceptible distraction from the bad influence of his comrades, some cooling to a child expressing disapproval of his behaviour, etc. These measures of influence, not being punishments, stimulate students to disciplined behaviour.

Above, we have considered the general methods of educating conscious discipline of students. But school practice knows various cases of violation of discipline requirements by students: being late for lessons, noise, extraneous conversations and classes in the classroom, non-fulfilment of homework, damage to school furniture, etc. The reasons for the indiscipline of individual students and their commission of certain offenses are also diverse. Finally—and this is the most important thing—the teacher deals with children who differ in character, in development, in the conditions of upbringing in the family.

Therefore, it is impossible to apply the same once and for all developed scheme of influence to all children. In the complex task of educating conscious discipline, a template is unacceptable and there can be no universal methods that instantly turn persistent violators of school rules into good, disciplined children.

The methods of influencing each student depend on a number of circumstances: the causes and nature of indiscipline, the conditions for committing a particular offense, the individual characteristics of this student, the degree of organisation of the class team, etc.

The purposefulness of the teacher, confidence in the possibility of correcting the student, thoughtful and consistent educational work carried out on the basis of the above general methods of educating conscious discipline of students is the key to success.

The task of a teacher is to form a sense of responsibility for their behaviour both at school and outside of school in their pupils on a daily basis.

The teacher should be attentive to all the actions of his pupils, carefully analysing the origin of individual shortcomings in their behaviour. In one school in the G class there was such a case. Girl M., opening the window in the classroom, I pressed on the window pane, the glass fell out of the frame and broke. When the teacher entered the classroom, the students informed her that M. had broken the glass. The excited girl, stuttering, said that her friends asked her to open the window and pushed her, so she touched the glass and it fell out.

After the lesson, the teacher told the girl in the presence of the whole class, it would not punish her and not tell the girl's parents anything about what had happened, that such a case could happen to anyone. But immediately the teacher expressed surprise: why did M. need to tell her friends that they "pushed her", which in fact was not?

The girl was confused. "Well, tell me truthfully, how was it?" The girl admitted that she had told a lie.

The whole class team concluded that it is always better to tell the truth rather than lie: "This is hurting yourself, the teacher will stop trusting you, and the girls will not consider you a good friend."

There was also such a fact in the same class. One day, the girl L., very curious and "restless", decided to inspect all the floors of the school after lessons. She went to the first floor and unexpectedly met the headmaster there. When asked by the director what she was doing here, the confused girl said that she was looking for a restroom. The girl's lie was too naive and obvious: after studying for several months at school, she did not she might not have known where this room was. The director brought the girl to the teacher and drew her attention to the strange response of the student.

— Why did you say that to the director? — the teacher asked the girl

— I was afraid.

— What is it? There's nothing wrong with wanting to go around and see the school building. So I should have told the director, but

why lie? Of course, the director did not believe you and realised that you had told a lie. Now the director has reason to consider you not a very good girl. I and the class are ashamed of you, and your mom will be upset if she finds out about this case. Now think about it and tell me what you should have answered the director.

The girl was silent. Then the teacher turned to the class, and friends suggested L. the proper answer. The girl gave her word that she would always tell the truth. The teacher supplemented the conversation by reading L. N. Tolstoy's story "The Bone".

As a result of such skilful conversations, children develop a sense of responsibility for their actions. It is also very important to encourage the manifestation of truthfulness in children in every possible way, and in necessary cases, when persuasion measures are insufficient, punish them for lying.

When eradicating the habit of lying in some children, it is necessary first of all to establish the origin of this habit. Here it is appropriate to recall the following words of K. D. Ushinsky:

"If, for example, the habit of lying has developed in a child from excessive pampering, from undeserved attention to his actions and words, which have brought up in him self—esteem, a desire to brag and occupy himself, then it should be arranged so that the child does not want to brag, so that his false stories arouse distrust and laughter, and not surprise, etc. If the habit of lying has taken root from excessive severity, then it is necessary to counteract this habit with gentle treatment, if possible facilitating the punishment for offenses and strengthening it only for lying."<sup>1</sup>

The education of conscious discipline of students can be provided only if the school and the family work together in a coordinated manner. In this community, the leading, guiding role belongs to the school, the teacher. The school should know the conditions of family education of its students and strive to implement a single line in the educational impact on children.

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<sup>1</sup> K. D. Ushinsky, On educational work, Uchpedgiz, 1939, pp. 33-84.

In the conditions of a socialist society, the joint work of the school and the family is based on common educational goals and tasks, which consist in the preparation of active, conscious and educated builders of communism. The State, which assigns them to the school, and every family are equally interested in the implementation of these goals.

In practice, however, there is sometimes a lack of daily contact between the school and the family in the upbringing of children, the absence of a single line in the approach to children, as a result of which educational work is weakened and discipline is destroyed (it is known how the contradictory requirements imposed on them by the teacher and parents negatively affect the weak will of children, especially younger ones).

The school's duty is to explain to parents the tasks of communist education, the requirements for academic work and behaviour of children in and out of school, formulated in the government-approved "Rules for students", and the need for coordinated actions of the school and the family in the implementation of the tasks of education and training of children.

But the school, of course, cannot limit its influence on parents only by explaining the requirements for them and their children—it must help the father and mother of the student to properly educate their child.

The education of conscious discipline is inextricably linked with the entire system of educating students in the spirit of communist morality. It is impossible to bring up children disciplined without forming in them a sense of Soviet patriotism, a socialist attitude to work, social property, proper relationships in the team, without developing such moral qualities in children as honesty and truthfulness, etc.

What kind of fulfilment of the "Rules for Students" can we talk about when, for example, children are not accustomed to telling the truth about their actions, are able to blame a friend, mislead a teacher.

Reactionary bourgeois teachers in their pedagogical writings are trying to prove that such qualities as indiscipline, deceitfulness, are organically inherent in children's nature. This harmful reactionary

theory is aimed at justifying the capitalist social system and educational practices that form hypocritical bourgeois morality with its misanthropic principles: “man is a wolf to man” and “you can’t cheat—you can’t sell.”

In our country, in the conditions of the socialist social system the necessary prerequisites have been created for the high conscious discipline of children, for educating them in the spirit of the high principles of communist morality. The presence of remnants of capitalism in the minds of some Soviet people also affects the behaviour of individual children.

The educational work of the school, family, Komsomol and pioneer organisations is aimed at the formation of high moral qualities of a Soviet man—a fighter for communism, at overcoming bourgeois remnants that influence the consciousness and behaviour of some children.

## ARTISTIC EDUCATION

Artistic education of children is closely connected with the general task of preparing comprehensively developed builders of communist society. Soviet pedagogy sees art as a powerful means of educational influence.

The tasks of artistic education primarily include the education of such moral qualities in children by means of art as love for the motherland, courage and bravery, courage and heroism, perseverance, a sense of friendship, etc. At the same time, artistic education aims to give children the right idea of the beautiful in nature, in art and in public life. By cultivating love for the artistic values of our country, love for the beauty of native nature, admiration for the greatness of the creative work of Soviet people in all fields of activity, courage and fearlessness of our people, the teacher, using the power of the impact of works of art, performs the task of educating a high, beautiful feeling—a sense of Soviet patriotism.

“The socialist state should be loved not only speculatively, specifically, that is, with its nature, fields, forests, factories, collective farms, state farms, with Komsomol members and Komsomol members. It is necessary to love the motherland with all the new things that exist in the Soviet Union, and to show it, the motherland, in a beautiful, bright artistic and elegant form,” M. I. Kalinin said to artists. This task should equally be faced by the teacher who carries out the artistic education of children.

The specific tasks of artistic education of children can be formulated as follows: 1) to help children master the cultural heritage of our people in the field of art, to acquaint them with the most vivid and accessible works of musicians, artists, writers; 2) to teach them to understand and love the works of art of the peoples of the USSR and in particular the art of their region; 3) to teach children elementary literacy of verbal, musical, visual, dramatic and other arts 4) awaken their own creativity and help them create beautiful artistic things. The feasible artistic activity of children organised at school should be manifested not only in the direct children’s creativity and



performance of artistic works, but also in the active attitude of children to works of art (as a reader, viewer, listener).

These tasks are carried out in the initial training primarily in the lessons of reading, singing, drawing. In addition, art education is helped by extracurricular and extracurricular work closely related to lessons and accessible to children of grades I-IV.

It is necessary that in classes dedicated to the artistic education, children perceived real works of art of words, music, painting, so that the content of classes contributed to the accumulation of vivid artistic impressions that give children satisfaction. Already the initial literacy lessons, and then reading lessons should, on the one hand, enrich children with valuable images and emotions, and, on the other, reveal to students the beauty and expressiveness of their native language—“the great, mighty Russian language”. You need to start with the simplest.

Children should be taught to speak clearly and expressively, not too loudly, without excessive tension of the voice. This task can be successfully solved by the teacher if he systematically develops children’s interest in the expressive word.

Expressiveness of reading is one of the most effective methods of artistic education of children. For elementary school students, the teacher’s artistic reading of selected works can be carried out once a week, on a certain day. Experience shows that children look forward to hours of reading or artistic storytelling; gradually they develop a steady interest in literary works of fiction, they begin to strive for books; there is a desire to improve their own reading skills.

In connection with artistic reading or artistic storytelling, it is advisable to conduct conversations about the works listened to, retellings and storytelling by children, expressive reading of poems, classes in speech technique.

With students of grades III-IV, the forms and methods of artistic reading become more complicated. Continuing to develop children’s interest in reading works of art, memorising poems and prose passages, the teacher strengthens the work on the culture of oral and written speech.

In the conditions of textbook study in grades I-III of individual facts of history, geography and natural science, expressive reading of

relevant works of art not only enriches children with artistic impressions, but at the same time has great educational value, creating vivid images of historical figures, nature paintings, etc. For example, after the story about the hero city of Leningrad an expressive reading of Tikhonov's poems from the poem "Kirov with us" will leave an indelible mark on children's memory, enriching it at the same time with new concepts and new images.

In grades III-IV, the artistic word, in addition to lessons, should be widely used in such forms of extracurricular work as literary and dramatic circles.

The purpose of the literary circle for students of grades III-IV is to familiarise children with the best works of art available to children, to foster a culture of speech (expressiveness of reading) and the development of children's creativity.

The result of the circle work may be the publication of a kind of "literary magazine" or an artistic wall newspaper, in which children's propensities to one or another kind of art will be used.

Along with the literary circle, the drama circle enjoys great success among children. The content of the drama club's work is most often the staging of small works. Children love to "perform", but we must remember that preparing children for a performance is not an end in itself. Preparing children for the performance, the teacher primarily pursues the tasks of artistic education. This is reflected in the selection of repertoire for children's dramatic performances, and in the very nature of children's theatrical art.

Literary games are a living form of artistic education. They are necessary and interesting to all schoolchildren. Children, playing, can remember, and sometimes depict familiar literary heroes of fairy tales and stories, come up with a collective story, recall words known to them, learn new ones.

Games on themes: "Remember what you read", "Name the work and the author according to the passage" and others develop children's attention, initiative and imagination.

In our country, great importance is attached to the development of musical and choral culture. This obliges elementary schools to make music and singing one of the most important means of artistic education of children. Choral singing should become the basis of

musical work at school. The song should enter the children's life. In the process of choral singing, in the process of learning a song, children develop musical hearing, memory, musical taste. Listening to music in the classroom and in extracurricular activities, children simultaneously get acquainted with musical works of the past and present. For listening to music, such works are selected, where children get acquainted with the best realistic creations of our people and our wonderful classical composers. In the absence of the necessary instruments and performers, it is possible to properly organise listening to gramophone music and children's radio broadcasting.

Visual art in primary education serves the purposes of artistic education in two directions. First, in drawing lessons, children are introduced to the basics of fine art, get acquainted with its alphabet; drawing lessons develop children's observation, the ability to see, distinguish shapes, lines, colours; children acquire elementary skills to graphically depict the simplest objects and phenomena of their surrounding life. Secondly, in elementary grades, children get acquainted with works of painting by examining reproductions from paintings by the best masters of the brush under the guidance of a teacher.

Painting, illustration in the classroom is used not only for educational purposes, but also for the development of artistic taste in children, for the disclosure of the means of artistic representation in an accessible form for them.

The accumulation of such artistic material should be the beginning of a correct approach to the evaluation of paintings.

In elementary school, it is also possible to work in a circle in fine arts. These are modelling circles and artistic embroidery circles, closely related to the circles of children's decorative creativity.

The accumulation of artistic impressions in the lessons of their native language, singing and drawing encourages children to their own creativity. It is necessary to provide children with the opportunity to practice creativity and at the same time teach them the technique of creativity in a form accessible to this age (storytelling, expressive reading, composing and performing songs, drawing from memory, etc.).

It is useful to consolidate the interest aroused in children in this or that art with such a form of extracurricular work as the creation of art albums. Children love to collect, and very often they collect splinter, non-artistic pictures, write down “poems” of poor quality. The creation of art albums will not only satisfy the interests of children in collecting, but will also contribute to the education of artistic taste and enrich children with knowledge of real works of art. You can create albums of poems with portraits and biographies of writers, music albums with portraits and biographies of famous musicians, with paintings on musical themes; painting albums or thematic albums, for example, “Seasons”, “My Homeland”, which will include illustrations of artistic words, music, and painting.

Mass events that help the artistic education of children should include visits to theatres and cinemas. The teacher needs to be particularly thoughtful when choosing a play or movie. The tasks of artistic education are inseparable from the tasks of ideological education of students. A genuine artistic perception of a play or film is possible only if children understand the ideological essence of the content of this work. This is provided by the teacher’s preliminary work with children, introducing them to the content of what they will see on stage or on the screen, as well as a conversation with children after visiting the cinema or theatre.

School holidays, which are held either in connection with the dates of the red calendar, or in connection with any events of school life, have a great artistic and educational significance in the life of children.

Some holidays are based entirely on children’s amateur performances, while others are attended by invited artists, a puppet theatre.

But no matter how the holiday is held, a variety of art forms—songs, dances, poems, stories, games, fine art, expressed in festive costumes and decoration, are always a necessary part of each of them. Special attention should be paid to the composition of the program, its content, repertoire.

Artistic education is carried out not only in teaching the Russian language, drawing and singing, but also in teaching other subjects,

and in particular natural science. The teaching of natural science should contribute to the education of children's ability to see the beauty of nature, understand it and enjoy it.

Introducing children to nature, the teacher shows the children its beauty, reveals the harmony of forms, the richness of colours, sounds, aromas. This has a great educational value. Ushinsky wrote about this:

“And the water, and the expanse, nature, the beautiful surroundings of the town, and these fragrant ravines and swaying fields, and pink spring and golden autumn, weren't our educators? Call me a barbarian in pedagogy, but I have learned from the impressions of my life the deep conviction that a beautiful landscape has such a huge educational influence on the development of a young soul, which is difficult to compete with the influence of a teacher.”

Understanding the beauties of nature does not come by itself. The teacher should guide the process of aesthetic perception of nature and develop children's sense of beauty.

To this end, he should use every opportunity during walks and excursions into nature to draw children's attention to the beauty of the landscape, the beauty of individual plants, insects, birds, etc. The vivid experiences received by children as a result of direct communication with nature will serve as a basis for emotional perception and a better understanding of artistic descriptions and paintings depicting the native nature.

Children strive to capture and express the perceived beauty of nature in one way or another. The teacher should encourage these aspirations in every possible way, creating favourable conditions for a variety of creative works of children (drawing, applications, modelling, preparation of collections, herbariums, layouts, tables, albums, descriptions of nature in prose and verse, etc.). Combining these activities with the work of landscaping their classroom, their site, caring for plants will contribute to the development of children's feelings of love for their native nature and its beauties. At the same time, you need to show the children, that nature is beautiful not only in its primeval beauty, but also the Michurinsky gardens and greenhouses grown up beyond the Arctic circle are beautiful, bridges over mountain rivers built by human hands are beautiful, canals

created in the desert are beautiful. It is necessary to show how a person builds a life “according to the laws of beauty” with his work. It is necessary to read to children works of art depicting the beauty of nature; to draw their attention to the poet’s artistic verbal depiction of the beauties of nature; it is necessary to give artistic descriptions of nature to memorize and thereby enrich the artistic vocabulary and feelings of children.

The school environment should contribute to solving the problems of artistic education. Order, cleanliness, simplicity and naturalness in the artistic design of the school are indispensable conditions for artistic education. There is no need to pile up pictures, posters, slogans. Let there be fewer of them, but they should be really artistically executed and purposeful, they should correspond to what the school lives in this period of time. In the design of classes with art paintings, you can adhere to a certain theme: in one class, collect with children, pictures of nature, in another— illustrations to the work of writers, etc., You can periodically change the design of the class; make “excursions” with children from class to class. This will entail a healthy competition of children in their work on the design of the class.

Art education involves taking care of a clean, neat textbook, a clean, neat notebook. The problem of handwriting, solved in penmanship lessons, is also a problem of artistic education. To instill the ability to correctly draw out the fields in the notebook, to keep an even edge of the line, to start the so—called “red line” is always at a certain distance from the edge, to emphasise words during grammatical exercises with a really straight line, to write arithmetic signs correctly—plus, minus, equal sign—to teach arithmetic actions beautifully, symmetrically in a notebook—all these “little things” are certainly a means of artistic education, since they teach children see beauty in order, symmetry and harmony.

Great opportunities and scope for initiative in the field of artistic education are provided by work in a pioneer organisation. The romantic symbolism of a red star, a red tie, and pioneer bonfires in itself artistically educates children; it is only necessary to skilfully fill the forms of pioneer work with highly ideological, artistic content.

Children show all their skills, knowledge, performing skills, creative achievements in the field of art during various performances at festivals, competitions, exhibitions. Artistic activity, love of beauty penetrates through children into everyday life, into the family.

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## PHYSICAL EDUCATION

Physical education is one of the most important tasks of the school. It is an integral part of communist education. Young people especially need cheerfulness and cheerfulness. Healthy sports — gymnastics, swimming, excursions, physical exercises of all kinds with a variety of spiritual interests.

In the report of the Central Committee of the Tenth Party Congress to the Party Congress, J. V. Stalin, noting the successes of socialist construction, set the task: “to raise a new generation of workers, healthy and cheerful, capable of raising the might of the Soviet country to its due height and protecting it with its chest from attacks from sides of the enemies.

The Party and the Government pay great attention to the development of physical culture in our country. A number of government decisions emphasise the State importance of physical education. Physical education has been introduced in schools as an independent academic subject.

In primary school, physical education, pursuing the goal of comprehensive physical development of children, should contribute to:

- a) health promotion, proper formation of a growing organism and physical hardening of students;
- b) development and improvement of basic motor skills (walking, running, throwing, jumping, games, etc.);
- c) education of determination, perseverance, activity, initiative, restraint in actions and behaviour, independence and organisation in actions;
- d) awakening children’s interest and love for physical exercises and games;
- e) education of basic sanitary and hygienic skills.

These tasks of physical education are solved by the creation of a healthy, hygienic environment in the educational classes of children, the establishment of a firm regime and systematic training in gymnastic exercises, games and sports in strict accordance with the anatomical and physiological characteristics of children of this age.



## Features of the Child's Body

The main feature of a child's body is that it is a growing, developing organism.

The metabolism in the child's body occurs in such a way that the processes of accumulation of matter (assimilation) prevail over the processes of decomposition (dissimilation). As a result, there is a continuous growth, i.e. multiplication of living matter.

The growth processes occurring in the child's body are accompanied by a significant increase in metabolism. In order to grow, the child must inject relatively more food, more oxygen into the air than the adult's body requires when the same lifestyle. The heat consumption of a child, and therefore the total energy consumption, is more intense than that of an adult.

Depending on the relatively more intensive metabolism of the child, the load on the systems and organs increases, the growth and formation of which has not yet ended.

The cavity of the gastrointestinal tract in a child compared to the adult cavity is relatively smaller than it would correspond to the amount of food needed by the child due to increased metabolism. The stomach capacity of an eight-year-old child is about four times less than that of an adult, while the nutritional needs of a child of this age are approximately at least  $\frac{3}{4}$  of the needs of an adult. Therefore, a child should receive food more often than an adult, but in relatively smaller portions. If three meals a day are enough for an adult, then a child of primary school age should receive food at least four times. In case of intestinal overload with a single meal (with a disorderly diet), the child suffers from this more than an adult. In general, a child's intestines are more sensitive and less protected against various kinds of diseases than an adult.

In primary school age, the process of changing baby teeth continues, ending only by the age of 12-14 years. Baby teeth are more fragile than permanent teeth and can easily become ill with poor nutrition and poor care. In most cases, dental diseases that affect adults begin in childhood.

The child's lungs have insufficient elasticity. The lung weight of a 12-year-old child is half the lung weight of an adult. The average

air content in the chest of a child is less than that of an adult. Meanwhile, in connection with the process of growth of the body, the child needs a relatively larger amount of air needed for gas exchange in the lungs than an adult. The child consumes relatively more oxygen and emits more carbon dioxide. Therefore, he has to breathe much more often than an adult: 20-22 times per minute, whereas an adult usually has 16 breaths.

The amount of blood in a child is relatively less than in an adult. Meanwhile, due to increased metabolism, the blood of a child delivers more carbon dioxide to the lungs than an adult.

Therefore, the pulse volume of the child varies, and the pulse rate is more painful than that of an adult. In primary school age, the pulse of a child in a calm state reaches 90 beats per minute (against 70-80 in adults). A child's heart has great resilience because it has not yet tolerated the effects of severe disorders, chronic poisoning, etc. Better nutrition of the heart muscle is also of great importance due to a greater vascular lumen and faster blood circulation.

Unfavourable for the work of the heart in childhood is the fact that the nervous apparatus that regulates the work of the heart in a child is still underdeveloped. The nerve nodes of the heart are developing only by the age of 12; retarding centres in the brain are poorly developed. Therefore, the rhythm of cardiac activity is easily disrupted in children. A child's heart is easily excited from minor causes.

The blood composition of children has a number of features. Hematopoietic activity in childhood is insufficiently stable and is easily disrupted under unfavourable conditions. It is well known how often anaemia and other blood diseases are contracted by children deprived of fresh air, healthy food, etc. Even relatively small disturbances in nutrition or air regime, which do not cause any visible consequences in an adult, can cause severe anaemia in children.

A child's night by the age of 12 reaches only  $\frac{2}{3}$  of an adult's kidney in weight. The bladder cavity is also relatively smaller. Meanwhile, children's organism receives more water in relation to body weight, than an adult, and accordingly should also give more water. But the load of children's kidneys is reduced due to the fact

that the surface of the skin, which also has excretory functions, in children, due to their small stature, is relatively larger (relative to body weight) than in adults. In addition, ventilation of the lungs, through which water is also released in the form of water vapour, occurs more energetically in a child than in an adult. Thus, both the pulmonary and cutaneous pathways in a child are used to secrete fluid to a much greater extent than in an adult.

The skin of a child is distinguished by its subtlety and sensitivity.

These features of the skin, along with the intensity of its excretory functions already mentioned, determine the importance of sun-air and water procedures that strengthen the skin, as well as all measures to keep the skin clean, to cleanse all its pores and openings, excretory ducts, excretory glands.

In primary school age, the processes of ossification, i.e. replacement of cartilage with bone tissue, are just coming to an end. Because of this, the bones remain soft and pliable. Due to the malleability and elasticity, the resistance of the child's backbone to injury is much higher than that of an adult. This explains the relative rarity of bone fractures in childhood, despite frequent falls and bruises.

The formation of the normal curvature of the spine by the first school age has not yet been completed. In this regard, the backbone of the child under unfavourable conditions is easily amenable to various deformations. Therefore, taking care of the correct posture, the correct posture at this age becomes extremely important.

The child's musculature is in a state of formation. The muscles of the hand are especially lagging behind in development. This explains the slight fatigue of children of the first years of study when writing. The immature musculature of the child is not sufficiently adapted to perform work related to the static (stationary) position of the body. Therefore, it is difficult for children of this age to endure prolonged standing or sitting. Mobile activity tires a child much less than an adult. This happens because the muscular work done to move one's own body plays into the overall metabolism of a child plays a relatively smaller role than that of an adult. A child spends much less energy on his movements in relation to the main exchange than an

adult. This explains the well-known fact that a younger schoolboy can spend the whole day in tireless mobile activity, which is absolutely impossible for an adult. All the joints of a child are significantly more mobile than those of an adult.

The nervous system in children is characterised by greater excitability, the predominance of excitation processes over the process of inhibition. Due to the weak development of inhibitory activity of the cerebral cortex, the child's emotions are extremely easily detected in motor reactions—the child still has poor self-control, does not know how to restrain himself.

The nervous system of the child is in the stage of formation. Therefore, it is characterised by less stability and faster fatigue compared to an adult.

The endocrine glands<sup>1</sup> play an important role in the child's body as regulators of metabolism, growth and development. In primary school age, the anterior lobe of the cerebral appendage (pituitary gland) has a noticeable effect—it regulates the growth of the skeleton, the processes of ossification, the development of the genitals. At this age, the activity of the thyroid gland also increases. It has a significant effect on the basal metabolism and on the excitability of the central nervous system. Specific substances secreted by the thyroid gland have a strong stimulating effect on nutrition and growth of many organs and tissues. Especially strong is the influence of the thyroid gland in childhood on the growth of the bones of the upper and lower extremities, on timely and correct teething and their stability, on the hematopoietic activity of the bone marrow, on the nutrition of the skin, hair, nails, on the growth and activity of the sex glands.

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<sup>1</sup> This is the name of the glands that give their secret, i.e., the product of processing of materials received by them from the blood, into the blood or lymph, i.e., into the internal environment of the body.

## Physical Exercises

The main means of physical education at school are physical exercises that affect all the vital processes of the child's body. Physical exercises develop bones, muscles, improve blood circulation and metabolism, have a beneficial effect on breathing, heart activity. At the same time, physical exercises develop strength, dexterity, endurance, as well as such moral qualities of behaviour as courage, determination, endurance, etc.

The choice of physical exercises and the methodology of their implementation are based on the principles of comprehensive physical development, the practical orientation of exercises and their health-improving significance.

The principle of comprehensive physical development requires the choice of such exercises that contribute to the development of a variety of children motor skills. Complexes of physical exercises and games used in physical education lessons and extracurricular activities with primary school children are aimed at the development of both individual organs of a growing child's body and their systems. Due to this, the possibility of the development of one side of the child's psychophysical activity to the detriment of the other is excluded.

The principle of practical orientation of physical exercises requires that the latter contribute to the development of necessary skills in life. Physical education with its own means and methods can do a lot in this direction. The practical orientation of physical exercises should be understood broadly. For example, the education of correct posture in children is undoubtedly of great practical importance, since correct posture is the initial condition for the effectiveness of all movements. In the same way, the development of the skill of proper breathing during movement acquires general importance.

The implementation of the principle of the health-improving significance of physical exercises involves such a selection of physical exercises and such a method of their implementation that would be in full accordance with the state of physical development and health of children. So, it is quite obvious that for children with

deviations in physical development, for example, significant weight loss, pronounced anaemia, defects or diseases of the musculoskeletal system, physical exercises are either excluded or allowed with certain restrictions.

In childhood, the right choice and dosage of physical exercises in accordance with the characteristics of the growing child's body are of particular importance. So, in primary school age, exercises that require the identification of strength and straining are unacceptable.

Such exercises can adversely affect the formation of joints occurring during this period, the integrity of the cartilage ring, as well as the growth of tubular bones.

It is necessary to avoid burdening the upper limbs with the weight of the child's body (pulling up, climbing stairs on his hands, etc.). The bones of the child are soft and malleable, and improper selection of physical exercises can cause various deformations (curvatures) of the backbone.

Following the principle of the health value of physical exercises, the latter should, as a rule, be carried out outdoors, and where possible, physical exercises should be combined with air and sun baths, as well as with water procedures, in order to harden the child's body. Physical exercises in an enclosed space can be allowed only if, if the room is bright, spacious, well ventilated and thoroughly cleaned before each lesson. During physical exercises, the rhythm of cardiac activity accelerates, breathing becomes more frequent and deep, oxygen consumption increases significantly. Therefore, children need much more fresh air and it is especially harmful for them to breathe used, dusty air at this time. With deep breathing, dust in large quantities penetrates into the throat and lungs, irritates the mucous membranes, causes inflammation, catarrh.

Children's clothing in physical exercises should be light and loose (panties, T—shirt), soft shoes (slippers). More attention should be paid to the education of children's neatness, neatness of the body and clothes.

The main forms of organisation of physical exercises are: lesson, gymnastics before classes, physical culture minutes, circle classes and various kinds of mass events held outside of school hours

(physical culture holidays, outings, walks, etc.). These forms include gymnastics, games and elements of sports.

Gymnastic exercises include elements of formation, walking, preparatory exercises, running, jumping, throwing, climbing, balance, elements of artistic movement and folk dances. Gymnastic exercises serve as the most important means of physical education, providing ample opportunities for the versatile physical development of children, developing the skill of correct posture, correct breathing during movements and speed of movement.

Games should be chosen in such a way that in an interesting for children develop the necessary skills and qualities in a playful way. For example, running games develop and strengthen children's running skills. In games with jumping or throwing, the correct skills in performing these types of physical exercises are fixed.

Under the influence of exercises and games, strong-willed qualities are strengthened.

Children are accustomed to restraint, show sufficient perseverance and determination in mastering new exercises and games, make more efforts for the best performance of tasks. Children are interested not only in improving their personal motor abilities, but also find great pleasure in collective competitive games and exercises. However, sports competitions are possible only in the IV and only partially in the III classes, and then in very elementary forms: "who is better", "who is faster", etc.

A necessary condition for the full use of gymnastics and games in the physical education of children is the correct organisation of medical monitoring of children's health and sanitary and hygienic supervision. Physical exercises can have a positive impact on the education of students if, along with them, other means of physical education of children are steadily implemented.

### **Schoolboy Mode**

The correct distribution of time during the year, week, day creates a certain rhythm in the life of children, extremely favourable

for the work, growth and development of individual organs and the body as a whole.

Excessive work without breaks for rest causes overwork of the child. At the beginning, it is expressed in a decrease in attention and the ability to concentrate, in distraction. Overwork of individual muscle groups causes lethargy; a student often changes his position when sitting—leans, falls apart, etc. Overwork can cause various disorders in the body: headaches, increased irritability, loss of strength, etc.

Properly organised holidays and weekends create favourable conditions for preventing overwork of children, to increase their efficiency and to strengthen their body. Of particular importance for the preservation of children's health, as well as for increasing the success of their education and upbringing, is the establishment of a firm daily routine. The daily routine is based on the following basic principles:

- 1) recovery of expended energy and prevention of fatigue;
- 2) ensuring the uniformity of nutrition during the day;
- 3) providing the body with sufficient fresh air during the day.

In accordance with this, a certain number of hours are allocated for sleeping, staying outdoors, intervals between meals and for academic work, taking into account the age of the student.

Sleep should be long enough and the longer the younger the child. So, a child of 7 years should sleep 12 hours a day, 8-10 years—11 hours.

For children of seven years of age, it is advisable to organise an afternoon nap, for about 1 hour; in summer, when children lose a lot of strength during the day in games, walks, the duration of the day's rest increases to 1½ hours. Especially the afternoon sojourn is of great importance for children who are physically weakened, who have suffered diseases, predisposed to tuberculosis or nervously excitable.

Meals should take place with a break of about 3-4 hours.

During this time, the food taken has time to digest well with gastrointestinal juices, leave the stomach, and be absorbed into the blood. In accordance with this, approximate intervals of 3-4 hours are set between breakfast, lunch, afternoon tea and dinner. Eating between the set hours for eating is undesirable, since it disrupts the



rhythm of the secretion of gastrointestinal juices, reduces appetite during subsequent meals and reduces its absorption by the body.

To ensure the proper development of the child, to strengthen his health and ability to resist infectious diseases, to increase his efficiency, staying outdoors is of great importance.

The cleaner the air that a person breathes, the less frequent and deeper his breathing is; with poor air quality, breathing becomes shallow, as a result of which the lungs are not stretched enough, poorly ventilated, and develop sufficiently, and this entails insufficient oxygen supply to the body.

It has been established that with a sufficient amount of fresh air, a person recovers faster, there are fewer complications from the disease. It is also known that fresh air is a powerful treatment for pulmonary tuberculosis.

And for mental work, a sufficient amount of fresh air is of great importance, since during mental work the brain requires more oxygen than at rest. In the absence of fresh air, perception and efficiency decrease.

That is why it is of great importance to have a sufficient stay of a student in the fresh air and the influx of fresh air into the room where the child is and studies.

Children should be outdoors for at least 4-5 hours a day. This time consists of the time required for the journey to school and back, staying outdoors after school, before going to bed and during class breaks, which should be carried out in the interests of children's health in the fresh air.

In accordance with the above, the following scheme can be used as the basis for the regime of a primary school student:

## SCHEME

### To build a student's daily routine at school and in the family

Fragments of the daily routine	Number of hours for children aged:			
	7 years	8 years	9 years	10 years
	I class	II class	III class	IV class
1. Academic work at school, including changes	3—4	3—4	4	4
2. Preparing lessons at home .....	½	¾	¾—1	1—1 ¼
3. Being outdoors (walking, playing, etc.), including going to school and back .....	5	4 ½	4 ½	4
4. Eating and preparing for it .....	1 ½	1 ½	1 ½	1 ½
5. Mats and evening toilet .....	1	1	1	1
6. Elective classes (reading literature, games, etc.), including housework.....	1	1 ¼	1 ¼	1 ¼
7. Sleep .....	12	11	11	11

In order for the established regime to be really observed, the teacher must systematically explain to children and their parents the need for it to preserve the health and improve the academic performance of children.

In his work with children, the teacher must firmly implement the established regime. For these purposes, the teacher must:

1. Finish the lesson in a timely manner and do not detain children after the call.
2. If possible, reduce (at least during the first half-year) the duration of systematic classes for seven-year-olds from 45 to 35-40 minutes, using the rest of the time for recess or as a last resort the case for a rest in the classroom.
3. Organise all the changes in the open air.
4. If possible (especially in the southern strip of the Union) to take out separate lessons in the open air; to study in warm weather

with open windows, panes, transoms, arrange through ventilation of the classroom during recess (in the absence of children).

5. Ensure that all students in the class have breakfast at school at a certain time.

6. Do not overload children with homework. For cooking lessons should be spent no more than the time provided by the regime.

7. Conduct educational work with students aimed at instilling in them skills related to the implementation of the daily routine, namely; go to bed early, get up early; sleep the number of hours required by the regime; go out to the school yard during recess; ventilate the classroom after each lesson; ventilate the room before going to bed.

### Student Nutrition

Nutrition is necessary for a student not only to maintain the vital functions of the body, But also for growth.

Due to the growth and mobility, which cause a large expenditure of energy, a student needs 1 kg of food weight more than an adult.

Nutrition should be varied, since only under this condition will the body receive from food all the components necessary for it: proteins, fats, carbohydrates, mineral salts, vitamins, water.

#### Daily food ration for children of different ages

Age	Average child weight in kg	Proteins	Carbohydrates	Fats	The number of calories per 1 kg of the child's weight	Total calories
in grams						
7 years	20,5	55,0	235,0	44,0	78,0	1,780
8 years	22,0	56,0	259,0	44,0	77,3	1,890
9 years	22,0	58,0	267,0	45,0	77,0	1,945
10 years	26,0	60,0	277,0	45,0	69,2	2,600

The daily food allowance of a student aged 7-10 years is approximately 2000 calories and above<sup>1</sup>. The daily ration is divided into 4 receptions: 25% for breakfast, 40% for lunch, 10% for afternoon tea and 25% for dinner.

The cooking method and its storage are of great importance for the preservation of vitamins. Excessive boiling should be avoided when cooking. Vegetables and potatoes should be put in the soup only for the period necessary for them to cook. It is better to eat food immediately after cooking: long-stored food, repeated boiling and heating have a destructive effect on vitamins.

### Composition and calorie content of food products

Name of products	Waste in %	The amount of digestible substances in 100 g of the product (in g)			Number of calories per 100 g of weight
		Proteins	Fats	Carbohydrates	
Rye bread	—	5,3	0,6	39,3	190
Wheat bread	—	6,9	0,4	45,2	217
Pasta, noodles	—	9,3	0,5	73,3	343
Buckwheat groats	—	8,0	1,6	64,4	312
Millet	—	7,4	1,9	62,4	303
Rice	—	6,5	1,2	71,7	332
Pean	—	16,0	1,6	50,0	286
Beef	18	16,0	4,3	0,5	108
Pork fat	15	11,7	30,2	—	329
Fat veal	18	14,7	5,8	0,1	114
Chicken	15	16,0	4,1	0,9	108
Canned "Beef stewed"	15	18,0	12,0	1,0	186
Fish of partial breeds (fresh)	45	9,6	0,7	—	46
Fish of partial breeds (salted)	35	13,8	1,0	—	66
Beef fat (melted)	—	0,4	88,3	—	823
Pork fat (lard)	—	10,5	64,9	—	647
Pork fat (melted)	—	0,3	94,1	—	867
Cow's butter (butter)	—	1,0	84,0	0,6	787
Cow's butter (melted)	—	1,0	98,2	—	885
Vegetable oil	—	—	94	—	874

<sup>1</sup> Calorie is the amount of heat needed to raise the temperature by 1° C cubic cm of water.

With regard to nutrition, the indication of calories means that substances and food consumed by a person (in this case, a child) during combustion in organism must provide a certain amount of calories.

Whole cow's milk	—	3,1	3,5	4,9	66
Sour cream	—	4,2	24,9	1,7	256
Cottage cheese	—	14,1	0,6	1,2	68
Eggs	12	10,7	10,1	0,5	140
Potatoes	25	1,0	0,1	13,9	63
Fresh cabbage	15	0,9	0,1	3,5	20
Beets	15	1,3	0,1	8,1	9
Carrot	15	0,6	0,2	6,3	31
Onion	15	0,9	0,1	7,5	36
Tomatoes	15	0,5	0,1	2,8	15
Garlic	15	3,7	—	18,3	91
Dried white mushrooms	10	19,8	2,1	28,0	215
Fresh apples	10	0,3	—	9,8	42
Dried compote	—	1,8	—	47,2	201

Vitamins A, B, C, D are of particular importance for the normal functioning of the body. They contribute to the normal growth and restoration of cells and tissues of the body; they are an important factor in the body's fight against diseases and affect human performance.

Vitamins are found in vegetables, fruits, berries, wild plants, meat, dairy products, bread.

The daily requirement of a child of primary school age in vitamins is expressed by the following data: vitamin A—2 mg, C—50 mg, B—1.5 mg and vitamin D—0.07—0.025 mg.

**Table of vitamin content in food products**

Products	Vitamin A in mg per 100 g	Vitamin D in thousands mg per 100 g	Vitamin C in mg per 100 g	Vitamin B in mg per 100 g
Miscellaneous Meat	0,04	—	0,9	0,2
Cow's milk	0,1	0,01—0,25	1	0,05
Butter	1,2	1—8	—	—
Eggs (per 1 pc.)	1,3	3,5—12,5	1	0,07
Flounder liver oil	4000-15000	3000—7000	—	—
Cod liver oil	38	125—750	—	—
Cabbage	Trace	—	30	0,16—0,26
Cauliflower	—	—	70	0,2
Spinach	6,25—15	—	16-40	0,14—0,24
Sorrel	5	—	12—14	—
Bow-feather	6	—	60	—
Onion-turnip	—	—	2—10	0,08—0,11
Horseradish	—	—	200	—
Radish	Trace	—	25	—
Carrot (red)	9	—	5	0,12—0,16
Potatoes	Trace	—	10	0,08—0,17
Tomatoes	2	—	40	0,08—0,16

Rosehip	5	—	1500	—
Antonovka Apples	—	—	30	0,04—0,08
Rowan	—	—	46—60	—
Black currant	0,7	—	300	—
Strawberry	Trace	—	60	—
Raspberry	0,3	—	30	—
Cranberry	—	—	10	—

Food should be deliciously cooked and not monotonous: under this condition, digestive juices are released more abundantly, food is digested better and is better absorbed by the body.

Writing should be protected from dust and flies. It should be prepared in conditions of high purity. The kitchen staff is required to wear clean overalls and undergo a monthly medical examination. Contaminated food can be a source of intestinal diseases.

### Hygiene Training

The organisation of education on a hygienic basis is the most important prerequisite for the preservation of children's health and the success of their educational work.

The pedagogical process should be organised so that children do not experience overload and overwork. The latter is observed with excessively long exercises that require a lot of memory strain, with an incorrect position of the body during work, with poor lighting of the workplace, with insufficient ventilation of the classroom, etc.

Taking into account the age characteristics of students is necessary in order to ensure better assimilation of educational material by children, less stress on the brain of students and protection from overwork (expressed in headaches, increased excitability of the nervous system, etc.). The teacher's underestimation of the peculiarities of the development of the bone system and the relative weakness of the muscular apparatus leads to curvature of the spine, flattening and defects of the chest, visual impairment, overstrain of the heart muscle, temporary or persistent disorders of the heart.

The normal conduct of the pedagogical process requires the organisation of a hygienic environment at school. There can be no question of hygiene of academic work in a poorly ventilated room, with poor workplace lighting. Poor ventilation of the classroom leads to air saturation with children's respiratory products, overheating of the classroom and saturation with water vapour, which together leads to deterioration of brain activity, weakening of perception, attention, premature fatigue and, consequently, to worse assimilation of educational material. Spoiled classroom air can cause headaches and lung diseases (mainly tuberculosis), deterioration of general physical development. It should be taken into account that the volume of air required for students of one class exceeds approximately three times the amount of air available in it. Therefore, in order to provide students with the necessary quality of air in the classroom, it should be exchanged approximately three times during the lesson, i.e., the classroom and other school premises should be ventilated more often.

Poor lighting requires more strain on the student's visual apparatus, leads to rapid eye fatigue, vision damage, headaches, and general fatigue.

Wrong arranged furniture, not selected in accordance with the growth of children, does not give them the opportunity to maintain the correct posture when writing and reading, leads to rapid fatigue and the consequences that follow from this — a decrease in academic performance and discipline in the classroom, to curvature of the spine, chest deformity, stooping.

Non-compliance with cleanliness in school premises leads to an increase in dust, which can cause irritation of the mucous membranes of the eyes and respiratory tract, contribute to the development of worm diseases, etc.

The poor supply of water to the school for household and drinking needs makes it impossible to properly clean the premises and instil in children such hygienic skills as washing hands before eating, etc.

In order to organise a hygienic environment in the classroom and at school, the following conditions and requirements must be met:

1. The number of students, the classroom should correspond to the area and cubature of the classroom: there should be at least 1.25 square meters of space and about 5 cubic meters of air per student.

2. The classroom should be well lit. The area of windows in the classroom should relate to the floor area as 1:5.



Очистка обуви у входа в школу.  
Cleaning shoes at the entrance to the school.

A normally lit place in the classroom is considered to be one where a fluent student with normal eyesight can freely read the small print “petit” at a distance of 50 cm from the eyes.

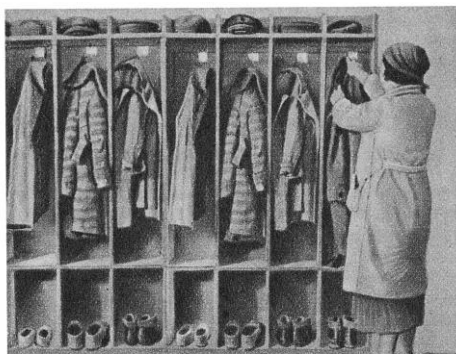
3. The desks in the classroom should be arranged so that the lighting falls from the left side. If the light source is on the right side,



then the shadow of the hand will fall on the notebook, darkening the place of the letter.

4. Window panes should always be wiped clean, they should not be covered with white paint, as is sometimes done so that students are not distracted by what is happening outside the school; covering up window panes in the classroom significantly reduces the illumination of the workplace,

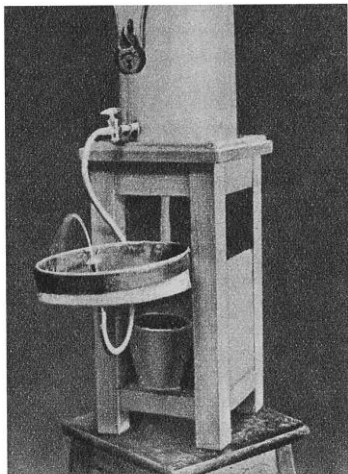
5. In order to avoid darkening the classroom, trees should not be planted in close proximity to windows (no closer than 10 m), and also put a large number of colours (especially high ones) on the windows.



Рационально устроенная вешалка.

Rationally arranged hanger.

6. In the presence of bright class illumination, it is necessary to have transparent curtains. However, during the hours when direct sunlight does not enter the classroom, the curtains should be raised so as not to reduce the illumination of the classroom.



**Фонтанчик (самодельный) для  
питья.**

A fountain (homemade) for drinking.

7. Electric and kerosene lamps, as well as other artificial light sources should be hung so that uniform illumination of the entire class is obtained.

For 1 sq. m area of the class should have a lighting power of 20 watts. The class should have 6 light points of 200 watts each; the height of the suspension of the lamps must be at least 1.5 m from the ceiling.

Lampshades should protect the eyes from bright light, but at the same time not detain a lot of light. Lampshades of the “Lucetta team” type meet this requirement. Dust from lampshades and lamps should be washed daily.

With kerosene lighting, 7 lamps of 30 or 8 lamps of 20 lines are used. These lamps should be equipped with lampshades or hoods.

In the presence of kerosene lighting, lamps should be carefully cared for so that they do not pollute the air with soot and products of incomplete combustion that are harmful to health (carbon monoxide), and more often than it is customary to ventilate the classroom.

8: The air temperature in the classroom before the start of classes should be at least 1—16° C.

In the changing rooms, the temperature should be maintained, which would be possible to dry outerwear relatively quickly in inclement weather and would not allow it to cool down too much.

9. The school should be provided with a sufficient number of washbasins (1 faucet for 20-25 students) and water so that the whole class can wash their hands before breakfast without interference and in a short time.

It is necessary that students are provided with good-quality drinking water, that the tanks are kept clean and washed daily.

The water tank should be adapted so that it acts like a fountain. This will save students from having to use a common mug and thereby eliminate the risk of infection with infectious diseases.

### **Consideration of Individual Physical Characteristics of Children**

Knowledge of the physical characteristics of children and the construction of the educational process taking into account these features provide a good academic performance and discipline of students, as well as create favourable conditions for physical development and strengthening the health of children. There are numerous cases when the academic performance of a child with poor eyesight sharply increased as a result of the fact that he was moved to the first desk, closer to the blackboard. At the same time, excessive strain of the pupil's vision during classes and the resulting further disorder of the visual apparatus was prevented.

The attentive attitude of a teacher to a student who has returned to school after suffering a serious illness makes it possible for the

latter to gradually catch up with his classmates ahead of him without excessive exertion of the forces of the still immature organism.

When conducting educational work, it is necessary to take into account that retarded and nervously excitable children require an individual approach.

Attention should also be paid to students who are physically weakened, suffering from closed forms of tuberculosis, rheumatics. These children often get sick, miss lessons; pulling them up to the general level should be especially careful, so that it does not affect their weakened health.

Often, students with nasopharyngeal disease lag behind in their studies and, as a result, undeservedly fall into the category of incapable and lazy. The treatment of the nasopharynx helps to improve the academic performance of these students.

Bearing in mind the need to take into account the health status of individual students in the process of working with children, the teacher should:

1. Find out from the doctor the state of vision and hearing of students in their class and put the deaf closer to their desk, the weak—sighted—on the first desks, closer to the window.

Through explanatory work, to ensure that students who are prescribed glasses wear them.

If children with poor eyesight have to study in the evening light, then it is necessary to strengthen the lighting of their workplaces.

2. In every possible way to facilitate the perception of new educational material for students with weakened bodies who have suffered acute illnesses by providing additional explanations and individual assistance to them. Do not overload them with social work or special tasks.

Conduct explanatory conversations with parents about the exceptional importance for these children of hygienic conditions in the family, a clear daily routine, sufficient sleep time, good nutrition, and a longer stay in the fresh air.

3. Children suffering from frequent runny nose, with difficulty nasal breathing, should be sent for examination and treatment to a doctor.

4. Children suffering from speech defects should be referred to a specialist doctor and receive instructions from him on what pedagogical techniques can be used to correct the observed defects.

It is necessary to talk to children suffering from speech defects slowly and clearly, do not rush them with answers, help them pronounce particularly difficult words. Do not allow students to tease such children.

5. In relation to children who are easily excitable, avoid anything that can cause them increased arousal.

In relation to sluggish children, use additional techniques to excite and maintain their interest in the learning process (special tasks, etc.).

### Education of Hygiene Skills in Children

In the programs of grades 1—IV of the school, much attention is paid to health issues. During the first three years, a number of health protection topics are covered in explanatory reading lessons.

As a result of educational and educational work on hygiene, children should acquire the following skills.

1. Skin care for the face, neck, ears and body. Wash your face, ears, neck daily in the morning and at night before going to bed; wash your whole body with hot water and soap (in a bath, bath, etc.) at least once a week; change your underwear at least once a week, bed linen — every 10-15 days; use a separate towel; wash your feet before going to bed—in summer, every day, at other times of the year— twice a week; have a clean handkerchief with you and use it correctly.

2. Hand care, Wash hands before eating, after work, after visiting the restroom, after playing with animals and after any contamination; cut your fingernails short.

3. Dental care. Brush your teeth daily in the morning and at night, use a separate brush, rinse your mouth after eating, do not crack sugar with your teeth, do not crack nuts.

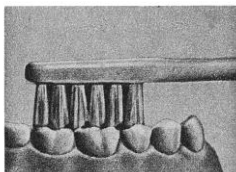
4. Hair care. Keep your hair in order, comb your hair carefully, use only a personal comb, wash your hair with soap at least once a week, girls with long hair—2 times a week.

5. For the care of clothes and shoes. Clean clothes and shoes daily (outside the living room), carefully fold clothes when going to bed.



Чистка зубов с внутренней стороны.

Brushing teeth from the inside.



Чистка жевательной поверхности зубов.

Cleaning of the chewing surface of the teeth.

6. To maintain cleanliness and order at school and at home. Before entering the room, clean shoes from dirt and snow; in the locker room, when handing over and receiving clothes, keep calm and order; when putting on outerwear, put a bag, books and other items on a bench, chairs, and not on the floor; use an urn for unnecessary papers, leftovers— do not litter on the floor; wipe the classroom a board with a damp cloth; keep the desk clean outside and inside; at home —take off your coat, hat and galoshes at the entrance; keep the room clean and tidy; help the elders clean the room. Wipe the dust with a wet method; ventilate the classrooms during recess, ventilate the living room several times a day.

7. For the care of personal items. Keep notebooks, books and a book bag clean, do not bend the edges of books, do not drool your fingers when flipping through books; hang clothes in a certain place for this; make your own bed; keep your corner, toys, tools and other personal things clean and tidy.

8. On compliance with the regime. Go to bed early, get up early; sleep the required number of hours: at 7 years— 12, at 8-10 years— 11 hours (easily excitable children should sleep more); sleep on a

separate bed; ventilate the room before going to bed, in good weather sleep with an open window or window pane; take time before going to bed for quiet- nannies; have dinner 1 ½ hours before bedtime; spend 3-4 hours in the fresh air every day.

9. On hardening the body. Daily wiping up to the waist with water at room temperature; in summer, swim daily in the river, lake, etc. under adult supervision; if it is impossible to swim, take a shower; open wide access to sunlight in the living room, take sun baths as directed by a doctor; on a bright sunny day, protect your head from direct sunlight with a light headache headdress; do not swim in unfamiliar places without adults.

10. On physical exercises, games, sports. To carry out daily morning hygienic gymnastics; to ride in winter on sleds, skis, skates; in summer, when doing physical culture or exercises, or sports games, dress easily and freely: in winter, dress warmly and freely, do not wrap yourself up; do not bring yourself to overwork during games and sports; in summer, take walks in the lion, field.

11. On nutrition. Wash your hands before eating; eat from separate dishes; use a clean spoon, fork, dishes; use a spoon; eat slowly, chew food well; behave calmly during meals; do not leave the table, do not talk loudly until the end of the meal, do not play with a spoon, fork, etc.; while eating, sit straight, do not lean and do not lean on the table; eat only ripe fruits, do not eat unfamiliar berries in the forest; vegetables, fruits and berries before eating, rinse well; eat vegetables daily, if possible; eat at intervals of 3-4 hours; drink boiled water; rinse a glass or mug well before using it for drinking; protect food from flies and dust; clean the table after eating, do not leave any food or crumbs on the table.

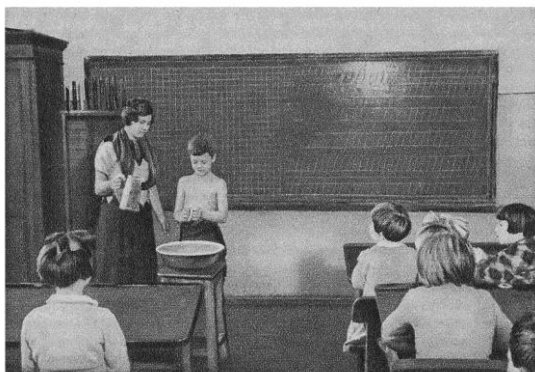
12. Prevention of infectious diseases. When sneezing and coughing, turn away from people, use a handkerchief; do not visit sick comrades, do not use their books, toys; after a disease, return to school only with the permission of a doctor.

The education of hygienic skills of a student begins from the moment of his admission to school and continues throughout all the years of his education.

In the very first days of classes, the teacher explains to the children the importance of hygienic rules of behaviour and in the future daily demands their unconditional fulfilment.

The perseverance that the teacher shows at the same time serves as an indispensable condition for the solid assimilation of hygienic skills. At the same time the teacher makes sure that children are conscious about the implementation of hygiene rules. Conducting systematic conversations with children, the teacher explains to them by concrete examples the importance of fulfilling a particular hygiene rule.

So, in order to motivate with sufficient persuasiveness the need to rinse the glass before using it for drinking, the teacher suggests that one of the students chew a piece of bread, then take a sip of water from the glass. The teacher shows the children a glass, on the edges of which there are traces of the touch of lips.



Обучение приёмам умывания (школа № 315 г. Москвы).

Training in washing techniques (school No. 315 in Moscow).

Motivating the need to wash hands, the teacher explains that the skin secretes sweat, fat and dirt collects on the hands. For persuasiveness, he suggests that one of the students put his hand on a



cold mirror. The hand leaves a wet trail on the mirror. Then the teacher suggests that you run your finger across your forehead and attach it to a mirror or white paper. A greasy spot remains. Such demonstrations make a great impression on children and, as practice shows, make them convincing. teacher requirements. It is of great importance to explain to children the technique of performing a hygienic skill: the ability to wash properly, brush your teeth properly, etc. Visual display plays a crucial role here.

The personal example of the teacher and parents is a great incentive for children to follow the rules of hygiene. The influence on students is used by those teachers and parents whose business does not differ from the word and who themselves do what they demand from children. The higher the authority of the teacher and parents, the greater the results they will achieve in the education of hygiene skills.

The active participation of the students themselves in the formation of hygienic behaviour skills contributes to the consolidation. these skills.

But the organisation of children's amateur activities in this direction (sanitary posts, etc.) requires great clarity, otherwise it turns into an empty formality with all the consequences that follow from this: lack of the expected effect, discouragement, etc.

The work of the sanitary asset is carried out under the supervision of a teacher and consists mainly of sanitary examinations of children and monitoring of cleanliness in the classroom.

Do not underestimate the importance of registering the results of the sanitary inspection in the notebook, since it fixes the attention of students on issues of sanitary order.

The authority of the sanitary asset should be supported by the teacher, the pioneer organisation, the medical staff and the school administration.

The younger the student's age, the more elementary and simpler they should be there should be methods of educating hygienic skills. A prominent place in the methodology of educating hygiene skills of younger age should be occupied by methods of emotional impact, This should include an artistic story with an additional conversation,

reading popular science and entertaining literature on hygienic topics, organising sanitary matinees, staging, etc.

A positive incentive to perform hygiene skills is encouragement, so the teacher should note the cleanliness and neatness of individual students.

It should be emphasised at the same time that cleanliness and neatness are associated with a sense of personal dignity and are a matter of honour for the whole class. In relation to hygienic behaviour, the public opinion of the whole class should be created, which is of such great importance for every student.

In relation to children who systematically violate the rules of hygienic behaviour, the penalties established at school may be applied.

The application of these measures should in no case offend the student's self-esteem or humiliate the dignity of the student. Punishment should be applied only when absolutely necessary and with great tact and only after all educational measures of a different nature have not yielded the desired results.

The teacher should never forget that the violation of hygiene rules by students in some cases occurs against their will and may be related to living conditions, health conditions, etc.

The education of hygienic skills largely depends on the level of culture of parents, on their attention to the issues of hygienic education of their children. Therefore, it is the teacher's responsibility to familiarise parents with the basics of physical education of children and involve them in the education of their children's hygiene skills. It is necessary to systematically instruct parents on sanitation and hygiene issues, conducting individual conversations with them at school and during home visits, at parent meetings, organising lectures and reports for them on the topics of hygienic education and child health protection.

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## PIONEER ORGANISATION AT SCHOOL

The children's communist movement in the USSR arose in 1922. The first detachments of young pioneers were organised by the Komsomol in Moscow—on Krasnaya Presnya, in Sokolniki, in Zamoskvorechye. These detachments marked the beginning of the pioneer organisation—the mass communist organisation of Soviet children.

The Bolshevik Party, having entrusted the leadership of the pioneer organisation to the Komsomol, has always paid great attention to the children's communist movement and determined the ways of its development.

After the death of V. I. Lenin, the party assigned his name to the pioneer organisation. On May 23, 1924, in Moscow, on Red Square, Comrade Stalin, together with the delegates of the XIII Party Congress, takes a parade of young pioneers. Thousands of pioneers at this parade in front of Lenin's mausoleum swore an oath to the party to faithfully fulfil the precepts of Ilyich.

In its statements about the pioneer movement, the Communist Party emphasises its political character.

The resolution of the Central Committee of the CPSU (B) of July 25, 1928 states: "It is necessary to make clear and close to children the common goals for which the CPSU (B), the Komsomol and the Communist parties of the world are fighting; to awaken in children the desire to take part in the struggle and the construction of the proletariat"<sup>1</sup>

In accordance with these instructions, the further practical activities of the pioneer organisation were developed in forms accessible and fascinating for school age: conversations were held in detachments, excursions were made, meetings were held with people of the older generation—participants in the revolutionary movement, the civil war, social work was carried out, summer camps were organised.

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<sup>1</sup> "Directives of the CPSU (B) and resolutions of the Soviet government on public education." Comp. N. I. Boldyrev. Ed. Acad. Pedagogical Sciences, 1947, vol. No. page 278.

During the first Stalinist five-year plan, the pioneer organisation grew greatly: by 1931, it united up to 4 million children in its ranks. The pioneers conducted a variety of social work aimed at participating in socialist construction.

Subbotniks at enterprises could not do without pioneers, they campaigned for a subscription to a state loan, actively participated in the collection of scrap metal for the needs of the young socialist industry,

The resolution of the Central Committee of the CPSU (B) of April 21, 1932 marked the beginning of a new stage in the development of the pioneer organisation. The organisation was aimed at fighting for the quality of teaching, for mastering the basics of science, for strengthening conscious discipline, without which successful training of the younger generations of builders of communist society is unthinkable.

In this resolution, the pioneer organisation is characterised as a mass political organisation of children, which is of great importance in the cause of communist education. The resolution emphasised the most important task—educating pioneers and schoolchildren of a socialist attitude to teaching, work and social work and indicated in which direction the work of the pioneer organisation should be restructured.

“A decisive restructuring of the content of the public work of the YUP detachments should be deployed in the direction that the central place in it was occupied by the struggle organised by the children themselves under the leadership of the Komsomol, in close connection with school organisations and public education bodies, for the quality of studies, for conscious discipline, for polytechnism at school, for the development of children’s physical education, for the proper organisation of children’s leisure and for increasing all work on the communist education of children’s masses against any attempts to drag into the nursery the environment of an ideology alien to the proletariat”<sup>2</sup>.

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<sup>2</sup> Ibid., p. 289.

Concern for the ideological and political education of pioneers and schoolchildren is reflected in many statements of the leaders of the Bolshevik Party and the Soviet government.

J. V. Stalin on the twentieth anniversary of the newspaper “Pionerskaya Pravda”, greeting the editorial staff, young correspondents and young readers of the newspaper, wrote: Pionerskaya Pravda helps Soviet children acquire knowledge, educates pioneers and schoolchildren in the spirit of the precepts of our great teacher Lenin. I wish Pionerskaya Pravda new successes in educating young Leninists in the spirit of devotion to our Motherland.”<sup>1</sup>.

M. I. Kalinin, when presenting the Order of the Red Banner of Labour to the Pionerskaya Pravda newspaper on July 11, 1945, said that it was necessary for our pioneers to steadily grow socialist consciousness in order to broaden their mental horizons and, at the same time, the striving for an active life grew, the activity, the thirst for life, the thirst for activity grew continuously.

N. K. Krupskaya, who worked hard on the development of issues of the pioneer movement, in her printed works and oral presentations constantly emphasised and revealed its Bolshevik ideological essence. At the same time, N. K. Krupskaya reminded the supervisors that childhood has its own characteristics and that children should be offered only what they can afford. In order to make close to the children the great goals for which the Bolshevik Party and the Komsomol are fighting, she advised linking these goals with specific practical things that children can understand. And the pioneer organisation in subsequent years has accumulated a lot of experience in this regard. Countless performed by the pioneers of various public affairs and tasks—the delivery of invitations to voters to the elections of the Soviets, the assembly of radio receivers for the houses of collective farmers, the activities of the Timurov pioneers during the difficult days of the Great Patriotic War, and in peacetime the collection pioneers of tree seeds for the implementation of the grandiose plan of afforestation in order to combat dry winds—all this has attached and continues to attach pioneers and schoolchildren to

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<sup>1</sup> Pravda, 1945, No. 186.

the practical implementation of the great goals of the Bolshevik Party.

In the present period, the period of transition from socialism to communism, the Party has put forward as the most important task the strengthening of ideological work among the working people and raising the ideological level of education of the rising generations.

«...The Soviet system cannot tolerate educating young people in the spirit of lack of ideas, in the spirit of indifference to politics. It is necessary to protect young people from corrupting alien influences and organise their upbringing and education in the spirit of Bolshevik idealism. This is the only way to raise a brave tribe of builders of socialism who believe in the triumph of our cause, cheerful and not afraid of any difficulties, ready to overcome any difficulties.»<sup>2</sup>

The XI Congress of the Komsomol in its decisions emphasised that the pioneer organisation has a great influence on the communist upbringing of children.

The resolution of the XI Congress of the Komsomol says: “All the work of the pioneer organisation should be aimed at educating children in the spirit of Soviet patriotism, selfless devotion to the socialist Motherland, the Communist Party.”<sup>3</sup>

The decisions of the party and the Komsomol determine the ideological line of education in the pioneer organisation, indicate the communist orientation of the pioneer movement.

The decisions of the party and the Komsomol determine the ideological line of education in the pioneer organisation, indicate the communist orientation of the pioneer movement.

The pioneer organisation grew and strengthened, and by the XI Congress of the Komsomol, it had already united more than 13 million schoolchildren in its ranks.

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<sup>2</sup> A. A. Zhdanov, The 29th anniversary of the Great October Socialist Revolution, Gospolitizdat, 1946, p. 17.

<sup>3</sup> Resolution of the XIth Congress of the Komsomol “On the work of the Komsomol in the NKOL”, journal. “Young Bolshevik”, No. 9, 1949, p. 15.

“Pioneer detachments and squads are teachers’ assistants in the struggle for improving academic performance and strengthening the discipline of students.”<sup>1</sup>

The pioneer organisation, educating millions of children in the communist spirit, prepares reserves of the Komsomol from them. To become a Komsomol member is the nearest goal to which the pioneer aspires. The whole life and activity of the pioneer organisation should be built in such a way that it brings the pioneer closer to this cherished goal on a daily basis.

### **Building a Pioneer Organisation**

The pioneer organisation accepts children aged 9 to 14 years. Joining a pioneer organisation is an independent and serious step of a Soviet schoolboy, introducing him to public life. Therefore, it is important that both the supervisor and the teacher help the newcomers prepare well for this big event in their lives.

A schoolboy who wants to join the ranks of pioneers declares this to the chairman of the council of the detachment and the supervisor. The best pioneer from the senior class squad is attached to the newcomer, and he, together with the supervisor, prepares the newcomer for entry.

Joining a pioneer organisation should know who the pioneers are and what they strive for, know the meaning of the motto and salute of the pioneers, the meaning of the pioneer red banner, tie and pioneer badge.

The entrant must understand the meaning of the solemn promise of the young pioneers and know by heart its text, be able to keep in line, clearly and correctly carry out the drill commands that are used in the pioneer detachment.

From joining the pioneers, it is required that he study diligently, be disciplined, serve as an example for his peers.

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<sup>1</sup> Resolution of the XI Congress of the Komsomol “On the work of the Komsomol in school”, journal. “The Young Bolshevik”, No. 9, 1949, p. 11.

Admission to the pioneers takes place at the squad meeting after discussion, by voting, by raising hands. An accepted novice is included in one of the units of the squad. Schoolchildren of the III class, if there is no squad there yet, can be accepted at the gathering of a squad of any subsequent class.

Admission to the pioneers ends with the acceptance of a solemn promise at the gathering of the squad or at the squad gathering.

Joining the pioneers should be an event memorable for a child for life; it should take place in a solemn atmosphere. Deliberately, in the pioneer organisation, the reception is timed to coincide with big significant dates in the life of the Soviet people: the anniversary of the Great October Socialist Revolution, Lenin Memorial Day, the Day of the Soviet Army, the First of May, Stalin's Day Constitution, by May 23—the day of awarding the pioneer organisation the honorary name of V. I. Lenin. The reception ceremony should be solemn and strict.

On the appointed day and hour, the squad (or squad) line up in a festively decorated hall; newcomers enter there in a pioneer formation and they become a separate line in front of the pioneers. They are also ceremoniously dressed, but their white blouses and shirts do not yet have a red tie and a pioneer badge. The pioneer banner is solemnly brought in.

In front of the unfolded pioneer banner, those joining the pioneers loudly repeat the words of a solemn promise after the senior supervisor (or a representative of a party or Komsomol organisation):

“I, a young pioneer of the Union of Soviet Socialist Republics, promise in the face of my comrades that I will stand firmly for the cause Lenin—Stalin, for the victory of communism. I promise to live and study so as to become a worthy citizen of my socialist Homeland.”

Then everyone signs the text of the promise, which they have rewritten in advance and beautifully designed, and passes it to the senior supervisor. The storage of these texts is becoming a tradition of the best organisations. In the practice of educating pioneers, these texts can be positively used, but it must be done thoughtfully and with sufficient pedagogical tact.



The acceptance of the solemn promise is followed by the presentation of a red pioneer tie and a pioneer badge, after which a representative of a party or Komsomol organisation, or a senior supervisor addresses the incoming co. in the words of the pioneer motto:

“Be ready to fight for the cause of Lenin—Stalin!”

Giving the pioneer salute for the first time, the children answer: “Always ready!”

Then, at the command of the senior supervisor, the accepted pioneers join the general formation, before which the entire reception ceremony took place.

From that moment on, for the pioneer, his red tie and the pioneer badge, the pioneer salute and the established response to the pioneer motto symbolise joining the pioneer organisation of the Soviet Union.

The most important educational value, as mentioned above, is the environment in which admission to the pioneer organisation is held. Pioneer gatherings of some Moscow schools, where newcomers were accepted into the pioneer organisation, were held in the funeral hall of the V. I. Lenin Museum. The majestic atmosphere of the funeral hall, the words of the solemn promise of the pioneers who took an oath to serve the cause Lenin—Stalin, left a particularly deep mark in the hearts of the pioneers.

Other schools in Moscow held solemn gatherings, including a reception in the pioneers, in the Museum of the Revolution, in the hall of the exhibition “Komsomol in the Patriotic War”, in front of showcases and stands, on which the courageous and heroic participation of the Komsomol in the defeat of fascism is depicted in material, documentary or artistic images. The Leningrad squads held a reception in the house-museum where V. I. Lenin lived during the days of the Great October.

In various cities and villages, in remote corners of our homeland, there are many historical places associated with the activities of the leaders of the Bolshevik Party, with the struggle of the people for their freedom. The acceptance of a solemn promise may be associated with these memorable places. So, the pioneers of some organisations gave their solemn promise at the places of battles

of partisan detachments, at the monuments to the heroes of the Great Patriotic War, etc.

Pioneers of one class or several parallel classes form a pioneer detachment. There should be no more than 40 people in the squad.

The detachment is the main form of organisation of pioneers. He works under the guidance of a supervisor, a member of the Komsomol. The squad is divided into links.

A link (10-12 people) is formed on the basis of common interests, personal sympathies and friendship. The stronger the friendly relations in the link, the stronger the links of the link in all its activities, and the stronger these links in all links, the more cohesive the squad is, and behind the squads and the whole squad, as a school-wide pioneer collective.



Прѣм в пионеры

Admission to the Pioneers



The link should be so organised that at any moment it should be ready to appear at the call at exactly the appointed time at the conditional point.

There is a pioneer “chain” for this. With its help, all the pioneers of the link, and then the squad, and the squads can be quickly assembled.

Thousands of pioneer links, welded together by friendship, are examples of discipline, excellent studies and warm relationships that create favourable conditions in which the moral region of a pioneer develops.

What is the pioneer link doing?

The pioneer link monitors the school progress of each pioneer and the fulfilment by him of the established rules of conduct.

The pioneer link in its entirety or individually, by individual members, performs social work, according to the plan of the detachment, squad, or on the instructions of the director, leader, teacher.

In the Pioneer link, all the preliminary preparations for the collection of a detachment or squad take place.

In the pioneer link, preparations are underway for passing the norms for the BGTO and BGSO badges.

In the pioneer link, children play, read, sing, and talk.

In the link they take care of each other, are proud of their excellent students, help a comrade in difficult times, help out of trouble, encourage their attention of the best, condemn misconduct and thereby create public opinion in the detachment. In the link, comradely feelings grow stronger, the traits of a collectivist are brought up.

By the links one can judge the life of a pioneer organisation. By strengthening the pioneer link, leaders and educators strengthen the detachment.

Every year, in the Pioneer organisation, elections are held for leaders of the link, councils of detachments, and councils of the squad. Election of a new detachment council take place at a detachment meeting, after a brief report by the chairman of the detachment council.

By open voting, the pioneers first elect the chairman of the council of the detachment, then the editor of the wall newspapers and other members of the council of the detachment—only 5-7 people. The detachment leader is not elected to the council, but is included in the detachment council by position. Elections to the detachment council take place in the first half of September. The detachment council (as well as friendly ones) is elected for a year. The term is significant, and therefore, it is necessary to choose carefully and carefully. The supervisor and teacher should help the pioneers discuss at the gathering who should be chosen so that during the elections the children will vote conscientiously.

Elections take place in the presence of a group leader, a class teacher and a member of the council of the pioneer squad. The results of the elections are recorded in the detachment diary.

The council of the detachment helps the leader to organise by the pioneers all the activities of the detachment as a whole and its units.

The council of the detachment, listening to the voice of the pioneers, looking closely at the manifestations of their initiative, consulting with the leader and teacher, decides what the detachment, as a collective, will do in the near future. In this way, a squad plan is created. The Council of the detachment ensures that everything planned in the plan is carried out.

If there are fewer than 15 pioneers in the troop, then the troop council is not elected, and the pioneers work under the leadership of the troop leader and his assistant from the pioneers.

The detachment council is an assistant to the supervisor, teacher, school leaders in their educational work.

The Pioneer Squad has a red flag<sup>1</sup>. Squad flags are stored in the pioneer room of the school along with the banner of the squad.

All detachments of the school form a pioneer squad.

The squad works under the guidance of a senior supervisor. At the head of the squad is the council of the squad.

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<sup>1</sup> The pioneer flag has the shape of a right triangle, the axial of which is 30 cm and a height of 60 cm. The flag is reinforced with a pole 1-1.5 m high.

The council of the squad in the amount of 7-15 people is elected annually at the gathering of the squad in the second half of September. The council of the squad elects the chairman of the council, the editor of the wall newspaper and the standard-bearer from among its members. The senior supervisor to the council is not elected, but is included in its composition by position.

The activities of the council of the squad are diverse. The council of the squad discusses and adopts the work plan of the squad, organises gatherings of the squad (and preliminary preparation for them is carried out in the squads), directs the activity of the pioneers to fight for high academic performance and exemplary discipline, involves the pioneers in social work, sports games and hiking trips, monitors publishing a wall newspaper, monitors the diary of the squad, which is a chronicle of the pioneer organisation of the school, organises exhibitions of children's art, and gives recommendations to pioneers for joining the Komsomol.

The council of the squad helps the senior leader to lead the entire pioneer organisation of the school, works under the direct supervision of the senior leader and is directed by the Komsomol organisation and the director of the school.

Each squad has a red pioneer banner.<sup>1</sup> It is a matter of honour for every pioneer to keep this banner sacred. The pioneer banner is kept at the school, in the pioneer room.

The team needs the coordinated and accurate work of all its parts. The external side of the organisation and the design of the link, detachment and squad is also of great educational importance.

The clarity in the construction of links, detachment, squad, pioneer council, due attitude to the pioneer banner, tie, wearing pioneer badges—all this greatly contributes to organisation, creates harmony, and instils discipline. But the form should neither suppress the content, nor replace it with itself. The entire external design of a

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<sup>1</sup> The size of the banner is 60 x 80 cm, on the front side of the banner, in the centre, there is a pioneer badge and the motto of the banner: 'To fight for the cause of Lenin—Stalin be ready!' On the reverse side of the banner, the squad number, district, city and the honorary name that is assigned to the squad are indicated.

pioneer organisation should be an expression of meaningful children's activity, a reflection of internal coherence, strong children's friendship, a reflection of the communist orientation of the entire organisations.

### **The Content and Forms of Activity of the Pioneer Organisation**

The activity of the pioneer organisation is an indispensable component of the educational work of the school and helps the school, by its means, to solve the single common task of educating children in the spirit of Soviet patriotism, in the spirit of communism.

All the activity of the pioneer organisation must be directed in such a way that it corresponds to the teaching and upbringing tasks of the school, is subordinate to these tasks, so that it is an integral part of the educational process carried out at the school by the director and teachers. This instruction was given by the XII Plenum of the Central Committee of the All-Union Leninist Young Communist League and confirmed by the decisions of the XI Congress of the All-Union Leninist Young Communist League.

The leading role of the school director, teachers and class leaders in the life of the pioneer organisation is emphasised in the decisions of the XI Congress of the Komsomol: "Work in units, detachments and squads should be carried out on the basis of the activity and initiative of the pioneers themselves, the development of children's initiative under the guidance of school directors, teachers and class teachers".<sup>2</sup>

The most important task of every pioneer organisation is to help pioneers and schoolchildren to better master the knowledge imparted at school, to increase this knowledge and to acquire the skills necessary for practical activity.

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<sup>2</sup> Resolution of the XI Congress of the Komsomol 80 on the work of the Komsomol at school, magazine, Young Bolshevik, No. 9, 1949, p. 15.



“Studying well and excellently is the most important patriotic cause of Soviet children. It is from this that communism begins for you,” said M. I. Kalinin, addressing schoolchildren in his greetings to the pioneer newspaper Leninist Sparks (Leningrad).

“The Pioneer Organisation is called upon to assist teachers in instilling in schoolchildren a socialist attitude towards the Teaching and socially useful labour; to help students study well, develop their inquiry, curiosity, perseverance and diligence, the desire to actively participate in the life of the school team. The pioneer should serve as an example to schoolchildren in learning and discipline. The tasks of the pioneer organisation and each pioneer were determined in the decisions of the 11th Congress of the All-Union Leninist Young Communist League.



Звено изучает азбуку Морзе.

The link is learning Morse code.

To educate pioneers with a thirst for knowledge, a sense of responsibility fulfilling their school duties, a love of books, reading—the pioneer organisation solves this task not by mechanically copying school teaching methods, but by its own means and methods based on children’s amateur activity, initiative

and activity, on the development of diverse children's interests, on the organisation of diverse practical activities of pioneers.

The educational tasks facing the pioneer organisation are carried out mainly through active children's activities, organised by the children themselves under the guidance of a supervisor and a teacher.

To educate collectivists who are able to live and work together, who do not separate their business from the common cause, to educate people with clear thoughts, warm feelings, skilful hands, with highly developed internal discipline (this is how N. K. Krupskaya defined the educational task of the pioneer organisation) is possible only in active activity, in social work, in joint classes in the children's collective,

The work of the pioneer detachment is organised according to the plan, which is drawn up by the council of the detachment under the guidance of a supervisor and a teacher. Let us give as an example the content of the work plan of the junior class squad for the academic quarter:

Conduct a conversation in the detachment "On the Red Banner and the Pioneer Tie."

All links to bring flowers for landscaping the class. Take care of flowers with links.

Conduct a conversation in the detachment about how Lenin and Stalin studied at school. The excellent students will tell how they prepare their lessons, the weak ones will tell what prevents them from studying well.

Conduct a team meeting on the topic "My favourite book." To collect books for the detachment library by links.

In the links, conduct a collective reading of Kononov's book "Stories about Lenin."

In the detachment, conduct a conversation "On the honourable Pioneer word."

Each link to prepare a new game for the collection of the detachment.

High school squads write down in their quarter plans something like the following:

Conduct an excursion to the museum of local lore, and then a conversation in the squad about what they learned during the tour.

Learn to sing “The Song of the Krasnodon” by links, and then— asem together, a detachment.

To hold a competition in the squad for the best reader of fiction.

Prepare by links for the gathering of the squad on the theme “Anniversary of the Great October”.

Conduct a reader’s conference on A. Fadeev’s book “Young Guard”.

Step by step, prepare for a detachment conversation on the topic “How we learn.”

Organise running and jumping competitions.

Conduct a conversation’ on the topic “What it means to have a neutral will”.

Participate in the “Garden Week”.

The plan directs the life of the detachment if its implementation takes place in an organised manner, under the guidance of a supervisor and a teacher, if the tasks are distributed evenly among the pioneers, taking into account the strengths and individual inclinations of individual pioneers.

A significant place in the pioneer organisation is occupied by fees.

Here are the topics of squad meetings held by some schools:

“Moscow is the heart of the Motherland”, “Komsomol in the struggle for Soviet Power”, “In Memory of V. I. Lenin”, “Iron Felix”, “Our Zoya”, “Heroes of Krasnodon”, “Miklukho-Maklay—the great Russian traveller”, “Who to be?”, etc.

In the 1948/49 academic year, pioneer gatherings dedicated to the brilliant Russian poet A. S. Pushkin, the converter of nature I. V. Michurin, as well as gatherings related to the promotion of the state plan for planting protective strips (“Let’s help the motherland to overcome the drought!”) were held everywhere.

The pioneer organisation is thus constantly connected with the social life of the country.

The fees help the pioneers to expand their socio-political horizons, deepen school knowledge, they educate the diverse interests of children.

Pioneer bonfires are very popular among schoolchildren. In the summer these peculiar gatherings take place around a blazing

bonfire, in winter an artificial bonfire is created in the room. These are the traditional bonfires dedicated to the memory of V. I. Lenin, so are the bonfires dedicated to the history and glorious military achievements of the Soviet Army. Meetings with notable people of the country take place around the campfire. Intimate conversations then alternate with favourite songs, cheerful children's dances.

In order to educate the pioneers in a socialist attitude to teaching, the pioneer organisation practices gatherings on such topics, for example: "To study well is a matter of honour for a pioneer", "The book is our companion and friend", "Take care of time—your own and others."

In one Moscow school, the collections of III and IV classes dedicated to the XI Congress of the Komsomol on the topic were successfully held: "Work, live and study for the people, a pioneer of the Soviet country!". In the same school, before the exams, we held a training camp for IV classes on the theme: "We will pass the exams perfectly and well!".

Squad training camps and various travel themes, both authentic and imaginary, are successfully and vividly held.

It is well known that children love to travel. And pioneer detachments, starting from the IV classes, organise both real trips and hikes, and imaginary trips carried out with the help of books and geographical maps—through their native land, into the depths of centuries, around the globe, along partisan trails, following the traces of recent battles with the fascists, etc.

Traveling, making excursions, children expand their knowledge in the field of geography, national history, study flora and fauna, make collections, collect folklore, get imbued with the heroics of socialist labour, experience the heroics of wars—civil and Great Patriotic War.

Competitions in the detachment for the best link in the knowledge of the history of cities of the USSR, for the best reader in the link, for the best reader of works of art in the detachment organise and direct the aspirations of pioneers to acquire knowledge, contribute to the emergence of a lively and exciting competition between the links, the manifestation of children's creativity and the development of personal inclinations and abilities of children.

In the detachments of the IV classes, under the guidance of a teacher, it is possible to organise the production of homemade books. Millionaires follow newspapers and magazines, make clippings on certain topics, paste clippings, illustrate and bind. This is how collections on various topics are created, or books with individual stories, small works.

Public work is becoming important in the activities of the pioneer organisation. During the difficult years of the Great Patriotic War, the pioneers raised funds for the Defence of the Motherland, they took part in field work, were frequent visitors to hospitals, helped to care for the wounded, often performed songs, dances, reading fiction in front of soldiers and commanders; Timurovites surrounded the families of those who went to the front with attention and care, helped in caring for babies and performed necessary household chores. In the post-war period, pioneers surround with their care the disabled of the Patriotic War, families who lost loved ones at the front. They take care of graves of soldiers who fell in the Great Patriotic War, in winter they clear the graves of snow, and in spring and summer they lovingly decorate them with flowers.

When the school patronises the orphanage, the pioneers take care of the kids: they make toys for them, organise games with them, participate in the household work of the orphanage, and if necessary, help poorly performing pupils.

In the pioneer organisation, a great place is occupied by the care of the pioneers of the III and IV classes for the kids of the I and II classes. Pioneers keep track of their school supplies, textbooks, their progress in learning, play games with them, learn new songs, read interesting books aloud to them.

Pioneers participate in the repair of textbooks and books of the school library, in the repair and manufacture of the simplest textbooks, They participate in the improvement of the school: they carry out landscaping of classrooms, school estates, work on the school grounds, arrange sports grounds. Pioneers of the III and IV classes take care of indoor flowers in winter, and in spring arrange flower beds in front of the school, kindergarten, club.

Many detachments create libraries from books brought by pioneers from home, independently maintain library facilities with

card files, reader's forms, organise the issuance of books, discussion of books read.

The pioneer organisation of the rural school carries out significant public work to help the collective farm: in the summer it provides all possible assistance in the cultural maintenance of field camps, in the distribution of newspapers for field brigades and units, in the production of wall newspapers, etc. Younger pioneers willingly participate in the collection of ears during harvesting, help in the collection of vegetables and fruits.

In 1947, in one school in the Kemerovo region, a high-yield link was organised from grade IV schoolchildren, and under the guidance of teacher V. D. Baklykov, the link achieved a wheat harvest per hectare that exceeded four times the planned yield. Teacher V. D. Baklykov was awarded the title of Hero of Socialist Labour and awarded the gold medal "Hammer and Sickle", four pioneers were awarded medals "For Labour Valour".

Participation in the preparation for the elections to the supreme and local councils has become a tradition of pioneer organisations of the city and village. Pioneers carry invitations to voters, serve as contacts in the work of the election commission, work with kids in the nursery, perform artistic campaigning in front of voters.

The pioneer cry "Let's decorate the Motherland with gardens!" found a warm response among children. Pioneers organise the planting of trees, flowers and shrubs around the Swan schools, in their native collective farm, in the courtyards of city houses, in public gardens, landscaping orphanages and nurseries. The younger pioneers help the older ones to collect seeds of trees and shrubs, take care of the planted plants and protect them.

Pioneers take part in the implementation of Stalin's plan for planting protective strips.

So the pioneers of one of the seven-year schools of the Moscow region in the 1948/49 academic year collected a ton of pine cones, 4 kg of linden seeds, 5 kg of maple seeds, 1 kg of ash seeds. Pioneers planted over a thousand acacia cuttings along the school site, thereby creating a hedge around the school. Together with the collective farmers, the school participated in the landscaping of the banks of the neighbouring river.

The choice of social work of pioneers is determined by the direction of our social life and the specific situation in which the school and the pioneer organisation are located and work. The close connection of the pioneer organisation with the Komsomol, the advice of school leaders and teachers, the pioneers' own initiative, carefully looking at the surroundings and full of desire to change it for the better — suggest the content and types of social work of the pioneer organisation.

When organising public work, it must be remembered that this work must be subordinated to the educational tasks of the school, that overloading of students is unacceptable.

In 1948, the Central Committee of the CPSU (B) in a special resolution "On measures to eliminate the overload of students with social and other non-academic work" pointed to the facts of overload and demanded to end such practices, which adversely affect the quality of educational work.

Summarising the forms of educational work established in the pioneer organisation and its content, the Central Committee of the Komsomol in a resolution of March 13, 1947 recommends:

In the link to carry out social work feasible for the pioneers; arrange excursions and trips to study their native places; read aloud books, children's newspapers and magazines; discuss what they read; arrange sports competitions; in the links of the pioneers of the junior classes to conduct children's games.

In the detachment to conduct popular conversations and reports about the Bolshevik Party, about the life of the great leaders Lenin and Stalin, about our socialist motherland, about the Komsomol, about the pioneers, gatherings dedicated to organise collective screenings of films and performances, to discuss them; to conduct excursions to museums, hikes, competitions between links, to organise reviews of the work of links; to consider the work plans of the squad, as well as the topics and plans of the squad; to discuss applications of schoolchildren for admission to the pioneers, and at the senior classes (VI—VII)—statements of pioneers about giving them recommendations for joining the Komsomol.

In the squad, to accept students into the ranks of young pioneers, to arrange reviews of the work of pioneer detachments, amateur performances, physical culture and sports competitions, exhibitions of pioneer works on technology, labour, fine art, wall newspapers, etc., to hold solemn gatherings dedicated to revolutionary holidays; to issue a wall newspaper.

A wide variety of activities of children in the pioneer organisation is mainly reduced to the following types:

- a) classes that contribute to improving the quality of school knowledge and mastering practical skills;
- b) classes that expand the political and cultural horizons of children;
- c) social activity of pioneers;
- d) physical education, sports and tourism;
- e) games and entertainment for children.

### Supervisor and Teacher

The leadership of the pioneer organisation was entrusted by the Bolshevik Party to the Komsomol. The supervisor is a Komsomol member. He organises the work of the units, squad, squad on the basis of the activity and amateur activity of the pioneers themselves, encouraging and developing children's initiative in every possible way. The support of the supervisor in his educational work is the pioneer asset, i.e., first of all, the link members elected by the pioneers themselves, members of the squad council, the squad council. It is not pedagogically important that this work be directed by adults—experienced teachers in matters of education, classroom teachers.

The XI Congress of the Komsomol emphasised in its decisions that an important condition for improving the quality of work of pioneer organisations is the active participation of teachers in their activities, which is necessary "... to attract Komsomol teachers to work as senior and detachment pioneer leaders. It is necessary that in



the coming years all senior pioneer leaders receive a pedagogical education.”

The daily cooperation of a supervisor and a teacher is a necessary prerequisite for the pedagogically correct organisation of the activities of pioneer units, detachments, and squads.

In a school where there are many pioneer squads, where the senior supervisor has to lead a large pioneer squad, work planning takes place as follows.

The senior supervisor directs and organises the work of the squad on the basis of the instructions given by the Komsomol district committee, in full accordance with the specific tasks of the educational work of the school, the established school schedule, the work plan of the teaching staff.

The senior supervisor together with the head of the school outline the main issues of the work of the squad. The draft plan is discussed in the Komsomol committee and at the pedagogical council; then, on the basis of it, the councils of the detachments draw up their squad plans and discuss them at the training camps of the detachments.

The plans of the detachments outline specific measures for working with pioneers and schoolchildren of a given class, indicating calendar dates and those links and individual pioneers who organise this work and are responsible for its implementation.

It is pedagogically important that the plan of the detachment be drawn up by the pioneers themselves under the guidance of a leader, and that the teachers would only help the children with their advice. This kind of planning is necessary in order to so that the work planned in the detachment could satisfy the healthy interests, individual inclinations and aspirations of the pioneers.

At the gathering of the detachment, when the work plan is discussed, the presence of a teacher is absolutely necessary. The teacher, if necessary, makes his own corrections, additions, without suppressing the initiative and activity of the pioneers.

The organising role at this gathering, as well as at others, remains with the chairman of the council and the detachment leader. The teacher or class teacher helps the supervisor in solving issues of educational work carried out with children in a pioneer organisation.

The supervisor and the teacher, by joint efforts, carefully cultivate a children's asset, which can become a great organising force in the pioneer team. Systematically held, 1-2 times a month, classes with unit leaders, chairmen and members of the council of detachments under the guidance of a senior leader, with the participation of teachers, are a good school for educating pioneer activists.

Educational work in a pioneer detachment must be organised in such a way that each pioneer has a clear idea of the goal of the work that he has to accomplish.

This goal, if possible, should be interesting for children, and achieving it is quite feasible for them. The general goal of the intended work often breaks down into a number of separate tasks. Set these tasks and the sequence of their implementation is necessary before the children begin the work itself.

The activities of the link and the detachment should be organised in such a way that for a certain period of time (a month, an academic quarter) there would be a reasonable and pedagogically justified alternation of certain types of children's activities, so that the types of children's activities would be diverse and thus would correspond to various children's inclinations, helping all-round development of pioneers.

In the practice of joint friendly work with the supervisor, the teacher can and should teach the supervisor to take into account children's strengths, appreciate the initiative and creative abilities of children, cherish them and respect the growing and emerging human personality in the child.

The detachment leader is obliged to study and know each link in the detachment, and in the link to study and observe the abilities and characteristics of each pioneer, to know the positive and negative manifestations of his character. It is appropriate here to recall the words of N. K. Krupskaya:

"... we talk a lot about the team, but we very often oppose this team to the individual study of the child, the individual approach to the child and adolescent. This is a big mistake ... To organise a team, you need to know what each of the guys can do, which of them is stronger; one knows how to tell well, the other to draw, etc. etc., and they must be taught to distribute work among themselves in such a

way that truly collective work is obtained. Collectively, this in no way means working monotonously.”<sup>1</sup>

Knowing the individual characteristics of the pioneers helps the teacher and the supervisor to understand and strengthen friendly and comradely ties in the team, where necessary to change them.

The task of the leaders of the pioneer organisation is to teach each pioneer to work and love work, to help the pioneer grow in the process of his active work in the detachment. Therefore, one should more boldly give assignments and assignments designed for the independence of the pioneer.

The teacher and supervisor in the distribution of tasks and social functions, expressing confidence in beginners or indecisive children, support them and, imperceptibly helping to cope with the task, strengthen their faith in their own strength.

The teacher helps the leader identify the best pioneers who can fulfil the duties entrusted to them for a relatively long period of time term (members and chairman of the council of the detachment, editor, team leaders are elected for a year).

It is very important that when performing public duties, each pioneer felt himself in the right place, was able to apply his abilities and skills, brought to the team the benefit that the team counted on, entrusting him with this or that work, and, thanks to this, found satisfaction in his social activities.

The results of the work of the pioneers must certainly be taken into account. This has a great organising and educational value; accounting increases the responsibility of children for the performance of the work assigned to them, stimulates further activities, increases self-confidence.

It is necessary to carefully preserve the work of children that deserve attention: models, models, drawings, albums, wall newspapers, etc., and practice exhibitions of children’s creativity.

In the pioneer organization, the order of keeping a diary in the squad and squad is established. The entries in the diaries of the Class III detachments will be very brief and simple. In Class IV

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<sup>1</sup> N. K. Krupskaya, *The Communist Education of the Shift. “Young Guard”*, 1934, p. 56.

detachments, it can be more detailed and informative. In high school detachments, the requirements for the diary are even more increased.

The organisation and supervision of keeping diaries lies with the supervisor, but he should be assisted in this by a teacher who looks through diaries and discusses their entries with the children.

By the end of a quarter, half year, year, each detachment and squad as a whole can collect considerable material, which will clearly show the forward movement of their detachment and squad.

The Central Committee of the All-Union Leninist Young Communist League recommends that exhibitions be held annually, where samples of children's technical and artistic creativity, samples of pioneering activity in a link, detachment and squad can be presented. Such an exhibition is the result of the activities of the pioneer organisation and acquires great educational value.

The nature of the activity of the pioneers, its educational value depends on the supervisor and teacher, on the leaders of the school. Reasonably organised and timely picked up by the supervisor and the teacher, the children's initiative should find an application in pioneer work and create that stable and lively interest in their organisation, which is characteristic of a healthy pioneer team that succeeds in studies, participates to the extent possible in social work, joyfully rests, growing physically, mentally and morally.

All the activity of the pioneer organisation is directed in such a way that it helps to prepare a worthy replenishment of the Komsomol, educates collectivists, organisers, enthusiasts, convinced of the strength of the Soviet system, always ready to strengthen it, devoted to their homeland and always ready to defend it.

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## SCHOOL AND FAMILY

The decisive role in the upbringing of children belongs to the school as a state organisation called upon to carry out the tasks of the

communist education of the rising generation. However, the family is also responsible to the state for the upbringing of children.

The task of the school and the family is to jointly educate a person with beliefs, attitudes, feelings, habits and skills that meet the needs of further development of socialist society.

### **Educational Work with Children in the Family**

One of the main tasks of the school and the family is the successful implementation of the education of children. Parents can do a lot to improve the quality of their children's learning. First of all, favourable conditions should be created in the family for the schoolchildren to study, to allocate a separate working corner for him to study, in the brightest and most isolated part of the room. Having such a corner, the child will be able to better concentrate on the performance of the work assigned to him by the teacher.

The equipment of the corner is: a chair, a table, a cabinet or a shelf for books and notebooks, a bed.

It is very important that the table and chairs are adapted to the growth of the child: the chair must be of such a height that the child's legs rest on the floor with the entire sole, and the shins are bent at the knees at a right angle; the table should be of such a height that it is convenient for the child to put his hands on it, without raising or lowering his shoulders.

The student's furniture should be light so that the child can move it freely. Shelves or locker where the child keeps his things, should be hung so that it is convenient for him to remove and put his things and accessories himself.

The table should be covered with oilcloth or a clean sheet of paper.

From the very first days of school life, it is necessary to teach the child to ensure that he monitors the cleanliness and order in his corner. It is necessary to help him wrap his textbooks and notebooks with a newspaper and in the future to make sure that he carefully treats them.

Parents should make sure that homework takes a certain amount of time during the day. Children should not be allowed to come home from school and prepare their lessons whenever they please. For homework assignments must be set to certain hours. After school, children have lunch, relax and walk, and then start their studies. Homework must be done approximately between 5½ and 7 pm. If children go to bed before 9 p.m. and, as a result, get up early, which is often observed in rural areas, then part of the morning time can also be used for homework. But at the same time, it is necessary that the time interval between the end of execution of homework and the start of school was at least 1½ hours. The duration of home schooling for children should be in strict accordance with the regime established for the student.

In conversations with parents at parent-teacher meetings and when visiting them at home, you need to briefly explain to them the content of the school program for this class and inform them about the school's requirements for doing homework. It is necessary to warn parents about the inadmissibility of non-fulfilment by students for an unexcused reason of at least one of the tasks. This not only creates great difficulties in the further assimilation of educational material, but also has an extremely negative impact on the upbringing of children. It must be borne in mind that any case failure to comply with the teacher's demand with impunity can serve as a pretext for violations of discipline and at home, and, in the end, will cause great harm to the whole cause of education.

During the hours of the child's homework, silence should be observed, if possible. During this time, the child should not be asked any questions. Do not allow smoking in the room where the child works. Before classes, the room should be well ventilated.

The student must work with concentration, without being distracted. This should be monitored from the first days of the educational life of children. Such an order will accustom children to perseverance, which is one of the most important conditions for the successful educational work of children throughout the entire course of study.

Parents should also monitor the quality of their children's schoolwork. To do this, they need to know what is given to the child

at home, familiarise themselves with the textbooks that children learn from, meet with the teacher as often as possible and find out if there are deficiencies in the knowledge and skills of children, consult with the teacher about ways to help children in their academic work.

Parents can significantly help the school in improving the academic performance of their children.

When students (especially in I and II classes) do their homework on reading, parents should ensure that children first Read aloud and then silently. If a student distorts words during loud reading, it is necessary to demand that the incorrectly read word was read syllable by syllable correctly.

When performing writing tasks, it is necessary to ensure that the child sits, holds a pen and puts the notebook correctly. The teacher should clearly show parents what they should demand from children in this regard.

At classroom parent meetings, it is useful to demonstrate the best notebooks of excellent students, in which homework is done in an exemplary manner.

When doing homework, it is necessary to educate children's independence: parents should not prompt children with ready-made solutions to problems, examples, essay content, etc., but teach them to overcome difficulties encountered by their own efforts

Parents help the student when they do their homework only in cases when he really, with all his efforts, cannot get out of the difficulty himself.

When meeting with the teacher, the parents inform him in which issues the child is most often difficult.

Parents should definitely know the lesson schedule and make sure that homework is carefully recorded in the diary.

Watching the preparation of lessons, parents warn children against pointless memorisation of educational material. What the student learns must be very well understood and realised by him.

When children memorise fiction and poetry by heart, parents check whether the children understand the content of the work and whether they read it expressively enough.

In order to clearly show parents what results in this regard, children can achieve, it is desirable to demonstrate the artistic reading of one-year-old students at one of the parent meetings.

When performing lessons, children often encounter various difficulties, some subjects are the least interesting for them and they are reluctant to do them. In such cases, it is necessary to ensure that children show perseverance, perseverance and complete each task to the end,

While declaring certain requirements for children when doing homework, parents should remain calm, not get annoyed, and not allow shouts and punishments.

The school teaches children to apply their knowledge in practice. Parents can also provide great help to the teacher here. Using concrete examples, it is necessary to show parents how schoolchildren of this class can apply their knowledge of arithmetic, natural science, geography, and the Russian language in practice, while working in the garden, in caring for animals and plants, and in the household life of the family and so on. Some parents do not allow children to take care of indoor flowers, fearing that children will spoil them. Meanwhile, such an assignment can help children consolidate and replenish their knowledge about plant life, home reading of fiction and popular science literature, as well as children's newspapers and magazines, is of great importance for the mental development of children, for the education of their communist worldview. Parents should get acquainted with the extracurricular reading program, help children enrol in a children's library and, in addition, it is useful to read the recommended books yourself, in order to be able to answer questions that arise in children during reading and assess whether the child has correctly understood the meaning of the work.

It is necessary to find out through conversation the attitude of children to the characters and events they have read about, and if they have perceived something wrong, give them a correct explanation of what they have read. It is necessary to explain parents that they should not be indifferent to the choice of books by schoolchildren. Children should read what is appropriate for their age and, above all, what the teacher recommends to them.



For the purpose of more successful mental development of children and their communist upbringing, parents should be advised to inspect historical monuments with their children, visit local history and art museums, new buildings created during the days of Stalin's five-year plans,

It is very important that parents talk to their children about what they have seen, help them to perceive it correctly and better comprehend it. Such conversations bring parents closer to their children, create friendly relationships, and this undoubtedly contributes to strengthening the educational influence of parents on children.

In order to have a beneficial effect on the mental development of schoolchildren, parents should constantly improve their own cultural level and political knowledge: read newspapers, magazines, pedagogical literature, attend lectures and Sunday universities for parents.

### **Education of Communist Morality in Children in the Family**

The education of communist morality in children is the most important task of the school and the family. This task is very difficult and requires a particularly attentive pedagogical approach. Parents experience the most difficulties in performing this task. Communist morality is based on the struggle for the victory of communism. This it means that it is necessary to educate children so that they dearly love their homeland, gladly take up any work that can be useful for their native country: participation in forest plantations and the creation of new ponds and reservoirs, assistance in combating pests of collective farm fields, participation in harvesting, gardening, sending gifts to orphans the dead heroes of the Great Patriotic War, etc. Any, the smallest socially useful work is a feasible contribution of children to the great cause of the struggle for communism and this is its great educational value. Such work contributes to the formation of communist morality in children.

It is the duty of parents to support the patriotic activities of the younger generation by all means.

To educate children in the spirit of communist morality means to educate them in a socialist attitude to work, i.e. to prepare them so that in the future they strive to work in a Stakhanov way and achieve high labour productivity.

The education of communist morality also means the education of high conscious discipline among schoolchildren, the ability to subordinate their behaviour to the interests of society, the interests of the school team, and the interests of the family. Parents should educate their children in such discipline, which manifests itself in the completely conscious and voluntary fulfilment of the regime of life established in the family, in obedience to the rules of behaviour and mandatory compliance with the requirements of parents, even in cases when it is necessary to refuse something pleasant, interesting. For example, a girl wants to go swimming with her friends, but her mother reminds her that during these hours she must work with her in the garden. And it is necessary that the girl does not take offense, does not argue, but deliberately refuses the pleasure of going to the river and takes up her permanent work duties.

If such a conscious discipline is brought up in children from early childhood, then in the future for them the interests of society and the state will be higher than personal interests, i.e. children will grow up conscious and organised fighters for communism.

The education of a careful attitude to socialist property is also the education of communist morality. When schoolchildren grow up and begin to work in factories, factories, and institutions, their duty will be to protect the state heritage with all their might and to protect it. This quality should be brought up in children from an early age, teaching them to take care of toys, books, and everything. Children should be taught that human labour is invested in everything and that this work should be respected and appreciated.

Educating children in the spirit of communist morality also means educating them in the spirit of socialist humanism, i.e., sensitive attitude to people, respect and polite attitude to elders, showing special attention to the elderly and young children, truthfulness, decent behaviour on the street, in trams, etc.

It is very important to teach children not only that they faithfully follow the established rules of behaviour, but that they show

initiative, ingenuity in proving their love and their attention to loved ones and everyone around them.

Parents should educate their children in such a way that they themselves guess to provide the necessary service to the elders: on their own initiative, they would have warmed up lunch before their parents came home from work, guessed to give their mother shoes, fix toys for little sisters or brothers, feed them, occupy them with an interesting game.

This behaviour of children is an indicator that they already have to some extent, elements of a humane attitude towards people have been brought up, and with constant educational influence from teachers and parents, this feeling will gradually develop into genuine socialist humanism, when children acquire a wonderful quality of love for their people and will work, create and perform feats for the happiness of the people.

The example of parents and older family members is of great importance in educating children of communist morality.

When parents themselves are ardent patriots of their homeland and express this in selfless work to fulfil the plans of Stalin's five-year plans, when parents show examples of organisation throughout their lives, when they treat public property with the greatest respect, are truthful, honest, self-contained and sensitive towards people, then they enjoy great authority in the family, children treat them with deep respect and strive to imitate them in their behaviour.

A significant role in the upbringing of communist morality in children, as already mentioned above, is played by persuasion.

Long, monotonous lessons are extremely painful for younger students, so they should be avoided, but at the same time it is necessary to constantly help children understand moral concepts.

In a family environment, there is always a reason to draw children's attention to the patriotic behaviour of Soviet people, in particular young people, pioneers, in connection with a children's radio program, in connection with the story of a guest-Stakhanovite, in connection with what is reported on the next page of the children's calendar, etc. In *Pionerskaya Pravda*, reports often appear about the heroic deeds of Soviet children (such and such a pioneer saved a drowning comrade, another warned a train crash, etc.)

In the matter of educating children of organisation, sensitivity, politeness, the method of showing is of particular importance. Very often, children are well aware that they need to be organised, sensitive, polite, etc., but they do not know what is best for them to do in this or that case. They should be shown what they should do for their parents, for their grandmother, for younger brothers and sisters to show them attention and care, how they should behave when someone in the family is engaged, when guests come, when parents are doing something especially concerned or upset, how to behave at the table, etc. In all these cases, it should be shown how, under certain circumstances, children should act.

Of particular importance is the method of showing for the education of good manners in children, which should express the inner organisation and culture of schoolchildren.

Moral beliefs, views, feelings and habits are formed and strengthened most of all in the course of daily activities. Therefore, parents should organise and direct this activity of children.

At the same time, it is necessary to remember the meaning of exercises. If a child commits good moral deeds only occasionally, under the influence of a particularly benevolent mood or sympathy, or at the direction of someone around him, and in everyday life he is inattentive to others, then this proves that more success not in his moral education yet. Therefore, it is necessary to ensure that the child always tries to help others in a difficult moment, so that he constantly performs some small, but necessary work duties for the family, so that he always behaves in an organised and cultured manner.

This is done, of course, not immediately and requires parents to pay constant and serious attention to the child.

Encouragement is of great importance in educating children of communist morality.

If a child expresses a desire to be, when he grows up, the best Stakhanovite on the collective farm, or a tanker to defend his homeland, or if he takes care of little sisters, parents, or conscientiously fulfils the task of the parents or the school, trying to achieve good quality and bring the matter to the end, then the parents should express their encouragement to him, influence his upbringing.

Aynı zamanda çocukları övmemeli, çocuğun her iyiliğine veya yargısına aşırı hayranlık göstermemeli, çünkü bu onun yetiştirilmesini olumsuz etkileyebilir. Positive actions of children should always be celebrated with affectionate but restrained encouragement.

**Comment [1]:** bu cümle ingilizcede burda yoktur. iki defa çek etim.

The forms of encouragement can be very diverse. Sometimes it's just a gentle smile, an approving remark, a restrained but distinct expression of parental pride, sometimes it's a reward in the form of a joint walk, a visit to a club, a theatre, sometimes a gift in the form of a book, a briefcase for textbooks, a toy. At the same time, the parents tell the student: "You behave so well, you treat everyone so carefully that we wanted to buy you this thing to please you."

It is especially important to use the method of encouragement when the child has not yet achieved much in the sense of moral and organised behaviour, but under the influence of parents and teachers makes some progress and tries to correct his shortcomings. In these cases, it is very important to note these efforts of the child at the time and support him with affectionate encouragement. The attentive attitude of parents makes the child want to make good ones in the future. actions, better to learn, better to behave.

If parents use the encouragement method correctly, they usually manage to create very close contact with children, achieve mutual understanding and positively influence their upbringing.

Punitive measures are also of educational importance, as a manifestation. consistent, persistent demands on children. In cases where children do not comply with the requirements of their parents, in no case can they retreat, but they should achieve compliance with the requirements using penalties. The application of penalties is aimed at helping children realise the shortcomings of their behaviour and arouse a desire to improve. Only under this condition will the penalties have an educational effect on the child.

Physical measures of influence are absolutely unacceptable. These measures are still being applied in some families, and teachers need to conduct more explanatory work among parents in this regard.

Physical punishments can never contribute to the formation of a child's moral beliefs and feelings. They can only dull the mind, make the child lie, dodge. If parents sometimes get the impression that the

child has submitted under the influence of physical punishments, then they should understand that this is slavish submission based on fear.

Physical measures of influence are a relic of the old bourgeois system, when the ruling class had to teach proletarian children to slavish submission from an early age. That is why these measures were supported in family education. The Soviet family, as well as the Soviet school, educates children with consciousness, a sense of human dignity, a sense of honour of a Soviet person, and it categorically must abandon the old bourgeois methods of education.

Penalties in the Soviet family are used primarily to influence the consciousness of the child. Such measures are a remark, a reprimand, the manifestation of some coldness towards the child for a certain time, deprivation of pleasures, in certain cases, unwillingness to talk with him for two or three hours, etc.

The task of school teachers is to explain to parents in which cases and how should one or another measure of influence be applied, draw the attention of parents to the fact that they should always do it without excessive fervour, be fair, take into account the age and individual characteristics of the child, be always consistent and not leave without an appropriate measure of punishment manifestations of rudeness, disobedience, indiscipline, etc. on the part of children.

In cases when a child, under the influence of one or another measure of influence, tends to behave better and begins to fulfil the requirements of parents more and more willingly, it is very important to support him with encouragement, to encourage him in order to consolidate his attempts to improve his behaviour. Recovery measures should be skilfully combined with incentive measures.

### **Labour Education of Children in the Family**

Experience shows that it is necessary to teach children to work in the family, starting with simple and easy work tasks for a given age. At the same time, from the very beginning, it is necessary to ensure that children perform even simple work well, take care of the

quality of performance, think about ways and techniques of work. Our children should grow up with the prospect of becoming Stakhanovites in the future, so we need to teach them to do even the simplest work not mechanically, but thinking about how to do it faster, better, with less effort.

At this stage of labour education, it is of great importance to encourage the child's first labour successes.

When performing complex work tasks, it is necessary to give students advice and instructions, to help them plan and organise their work in advance. Without this, no labour education is unthinkable. You can convince children to love work as much as you like, reproach them for not helping their parents enough, but if you don't teach them how to do this or that job, all conversations will remain fruitless. It should be remembered that you can learn to work only practically by directly participating in the work. Having successfully completed the assigned work, the child feels satisfied, his faith in his own strength grows, his psyche inevitably changes, the very opportunity to treat work as an unpleasant duty disappears.

But it is necessary to explain, help and advise the child in moderation, i.e. so that there is room for his own initiative, so that he has something to think about himself.

In order for children to work well and productively, and work becomes a need for them, it is necessary to instil in them strong work skills through exercises.

Parents need to remember that exercise in work brings up perseverance, independence and other valuable strong-willed qualities in children.

Control over their work is of great importance for the successful implementation of labour education of children.

First of all, after talking with the children, it is necessary to check whether they understood the work assignment correctly, whether they adhere to the plan in their work, by what means they perform the task. If you find a mistake, you need to help the children fix it in time.

When checking the work of children, they should be encouraged in every possible way to make it better, to try to come up with some new way of doing it.

At the same time, it is necessary to teach schoolchildren to self-control: let children get used to being aware of whether they are going the right way to the goal, whether they are too distracted and slow down the pace, whether they are doing the task carefully and accurately enough.

Controlling and directing the work of children, it is necessary to monitor the hygiene of their work. Often children work in the wrong poses, hunch over, bend low to sewing, spoil their eyesight, etc.

Finally, those parents who constantly make sure that their children learn to work collectively are doing the right thing. Sometimes it happens like this: a schoolboy knows how to do the work that he was assigned to do alone, but when he has to do something with his brothers and sisters, he tries to work alone, does not want to help anyone, or selfishly commands the younger ones. These tendencies must be combated. Our children are future members of a socialist society, participants in a socialist competition, and the family should bring up in the child the traits of a new person who knows how to work collectively, help comrades in work.

In order to properly and substantially control the work of children, parents should seek advice from the teacher as often as possible.

When analysing and evaluating the results of child labour, it is always necessary to keep in mind the educational significance of the latter. Pedagogically, it is important to find out and evaluate whether the child tried to do the work carefully, to bring it to the end with love, or did it indifferently, somehow, whether he worked meaningfully, trying to apply the knowledge gained at school from books to work, or worked mechanically; if he did not work alone, did he invest in sufficient add your share of labour to the collective work.

When evaluating the work, it is not enough to tell the student “well done” or “not good”, you need to explain to him in a simple and understandable form what his achievements are and what else he does badly.

It is not only necessary to turn this analysis into a long and boring conversation—it should be brief, clear and specific.



Objectively, fairly assessing the results of the work done by the child, parents thereby make him want to do more and better next time, educate him with a communist attitude to work.

### **Artistic Education of Children in the Family**

Parents can do a lot for the artistic education of children. Good music and singing, looking at art pictures, elegant decoration of the children's corner, colourful toys, reading art stories, poems, walking in nature with children — all this contributes to the education of children's artistic tastes and develops a sense of beauty in them.

Parents should pay attention to young schoolchildren to how beautiful the Russian song that the child hears sounds, how beautiful the national costume that he sees is, what wonderful colours appear in the sky after sunset, etc. It is necessary to teach children to notice everything beautiful and develop a negative attitude towards everything rude, tasteless, ridiculous.

The tasks of artistic education can be carried out in the process of creative activity of children. Young schoolchildren like to play theatrical games, charades, invent and portray small scenes; many elementary school students try to write poetry, sculpt from clay; children willingly draw, they are attracted to playing musical instruments. Parents should support the manifestations of children's creativity. If there is an opportunity, it is absolutely necessary that children who show creative abilities work in the appropriate circles at the house of pioneers, at the collective farm or factory club, at the Palace of Culture, at the red corner of the house administration or at the school itself.

Contributing to the aesthetic education of children in a special way, parents must remember the following: you cannot openly express your admiration the creative abilities of children in music, in the performance of national dances, in drawing, in literary creativity, etc., it is necessary to treat their manifestations very calmly, as something natural. To promote the creativity of children means to create good conditions for the creative work of a child, to help choose themes for drawing, for a story, etc., to encourage children

when they diligently follow the advice of teachers and specialists in a particular field of art and show perseverance, patience, achieving good quality of their work.

It is very important to observe the content of children's creativity in the family. Sometimes children can learn an empty song inspired by someone, make bad drawings in terms of content. In literary work, some of them may, due to inexperience, imitate unsuccessful models.

We should try to stop such imitation, consult with the teacher and help the child choose a direction in his creative work that would contribute to the education of the qualities of a person in a socialist society.

If the parents send the child to a music school or together if a teacher decides to enrol him in a literary, dramatic, ballet, art or some other circle, then they should take this very seriously. It is necessary to ensure that the child does not miss the lessons of the circle, carefully performs the tasks of the head, it is necessary to be interested in how disciplined the child behaves in the classroom in the circle, whether he is diligently engaged and how his abilities are developing.

If parents are dissatisfied with the behaviour of the child and his attitude to classes in a particular circle, you should find out the reasons for this, consult with teachers, talk to the child himself and explain to him that classes in the circle can bring him great benefit and joy if he is careful and disciplined. It is not enough to be interested and carried away by creative work, you need to be patient and bring each work to the end, striving to make it as good as possible.

At the same time, it is impossible to allow excessive enthusiasm of the child for one or another kind of creativity. This can have a bad effect on the student's academic work, disrupt the rhythm of his life and, in the end, damage the development of creative abilities themselves. If the child draws too much, composes, sings, dances, then this leads to overwork, as a result of which interest in creative activity may suddenly fade.

Parents should support creative interests not only in those children who show noticeable abilities, but also in every child. With

hard work, the abilities can be developed, and the creative interests of the child, appropriately directed, will contribute to its multilateral development.

It is necessary to explain to parents that one should not make fun of children's failures, one should not say: "You are doing badly anyway, you should not have taken it," etc., but on the contrary, it is necessary to support children's creative attempts with contempt and kind critical remarks, give advice, express confidence that if the child shows patience, then he will achieve much better success.

Artistic education of children can and should be carried out in the course of the whole daily life of the child, in his home life and environment. This is facilitated by cleanliness, comfort and decoration of the apartment, beautiful flower beds in the front garden, neatness of the costume, accuracy in the use of manuals, compliance with the rules of personal hygiene. Every cultured person should love the beautiful and bring beauty into everyday life, into work. This quality must be brought up in children as well.

### **Physical Education of Children in the Family**

In order for children to grow up strong, healthy and courageous, so that they can boldly meet difficulties, be cheerful and cheerful, parents must ensure their normal physical development.

The task of the teacher is to explain to parents the enormous political importance of physical education of Soviet children and youth.

To conduct conversations about the peculiarities of the child's body, about physical education, hygiene, and the prevention of childhood diseases in family conditions, the school should, if possible, involve doctors. But the teacher can explain many elementary questions of physical education to parents himself.

First of all, parents should monitor compliance with the daily routine established for children.

The recommended regime for a student can be amended depending on what hours classes begin, as well as depending on the state of health of the child. Children who, for example, have suffered

a serious illness and are somewhat physically weakened, need to be outdoors more and, perhaps, need a longer sleep. In these cases, parents should consult a doctor.

A firm daily routine is of great importance not only for strengthening the health of the child, but it contributes to a certain extent to the education of organisation, strengthening the will (the child must force himself at a certain time, get out of bed, sit down for lessons, work without distraction, etc.), helps the student to become internally collected, fit, appreciate time, etc.

It is very useful to show parents, using good examples from the experience of the Soviet family, what a huge educational value is the correct mode of life of a student, established and firmly implemented, what importance gymnastic exercises and outdoor games have for the physical development of children.

The family can be of great help to the school in teaching children to cleanliness and neatness, in instilling in them sanitary and hygienic skills.

It is necessary to ensure that children wash daily in the morning and at night, wipe themselves to the waist with room water in the morning. It is necessary to carefully monitor the cleanliness of the children's bodies, wash their hair, as indicated above—at least once a week, systematically comb their hair with a frequent comb and, in case of nits, buy a special composition at the pharmacy to destroy them. Boys need to cut their heads for a typewriter at least once a month. The nails on the hands and feet should be cut every week and cleaned regularly with a nail brush.

It is very important to educate children in the habit of washing their hands with soap before sitting down for lessons, before each meal and after meals; rinse their mouth, brush their teeth every morning and at night. The child should have a separate toothbrush, a separate towel and a comb.

It is especially important that the child has a separate bed.

Sometimes the family believes that if the child is fast asleep, then you can make noise in the room, talk loudly—he hears nothing.

Meanwhile, the nervous system of the child is very badly affected if during his sleep the room is noisy and bright lights are on.

You should also pay attention to the hygiene of children's clothes. Often schoolchildren tighten their belts, ties on their underpants, etc. It gets in the way blood circulation and has a harmful effect on health.

When visiting children at home, the teacher should remind parents every time that they should carefully monitor the hygiene of the home, do not clutter up the rooms with unnecessary things and trinkets, which usually accumulate dust, ventilate the premises more often, take out air beds, carpets, etc. The room in which children live should be bright, clean, well ventilated; window panes should be wiped more often; it is impossible to curtain the windows with thick curtains and make flowers — it is necessary that the light has free access to the room. Light destroys germs and promotes the growth of the child. It should not be allowed to have dust in the room. Children should learn to wipe their feet thoroughly before entering the house; the floor should be swept daily with a brush wrapped in a damp cloth.

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## SCHOOL WORK WITH PARENTS

The main forms of work of the school with the family should include individual conversations with parents, collective consultations of parents, parent meetings, conferences on the exchange of parenting experience and circles on the study of parenting issues in the family.

The work of the school with parents should begin with acquaintance with each family. Without this, differentiated assistance is impossible and an individual approach to different families. The teacher needs to know not only the family situation, but also the relationships within the family, the cultural level of parents, their approach to children. It is very important to have an idea of how parents relate to their work and what kind of participation they take in public life.

All this defines the face of the family and helps the teacher to understand what influence the parents have on the child and to what extent they are an authority for children.

It is also very important for the teacher to establish how correct the approach of parents to children is, to evaluate their experience of educational impact on children. Some teachers pay attention only to the shortcomings in family education and do not know how to notice the good. Meanwhile, almost every Soviet family has its own, often very original and valuable parenting techniques that should not only be encouraged, but also passed on to other parents as a good experience.

The mother and other family members who observe the development of the child from the first days of his life can always tell the teacher a lot of important things about how the child grew up, what approach to him gives the best results, what significant events the child experienced in his life and how it affected his character. It is also very important to identify shortcomings in the child's behaviour in the family, talk about his behaviour at school and on the street and agree with family members on a firm holding of a single line in the upbringing of the child.

The best kind of communication with parents is a heart-to-heart conversation with them, which helps to win their trust and sincere attitude.

Many parents are very busy with industrial work—in institutions, factories, collective farms, and it is sometimes difficult to meet them. Therefore, it is very important for the teacher to find out in advance through the children when parents have a break from work, when they return home from work and what days off they have free.

The content of individual work with parents should vary depending on the tasks that the school faces during a particular period of the school year.

Before the start of the school year, teachers need not only to get acquainted with the parents and home conditions of seven-year-olds entering school, but immediately explain to parents how they should prepare children for school, how to arrange a children's corner in the family, what requirements the school will initially impose on the children's homework and what will be the- to complete the first tasks.

Finally, immediately with the parents, the student's daily routine should be established,

After the first two weeks of teaching, when the teacher gets to know the seven-year-olds better and marks those of them who stand out for their unbalance, absent-mindedness, are late for lessons, etc., it is necessary to meet with the parents of these children a second time, find out the reasons for the observed shortcomings in the behaviour of children and give parents appropriate instructions on how to prevent the manifestation of these disadvantages in the future.

Particular attention should be paid to those families in which children are inculcated with various kinds of prejudices or in which they are inspired with a wrong understanding of certain events in public life. In such backward families, the teacher should conduct explanatory work more often and do everything possible to combat the negative influence of individual family members on children.

Not all parents immediately assimilate the requirements of the school. Sometimes individual family members try to defend the old order of the child's life at home. In these cases, the teacher is

required to be firm and perseverance. Sometimes it is useful to involve a deputy of the village council, the chairman of the collective farm or the secretary of the party organisation of this collective farm or institution for a conversation with such parents.

It is necessary to ensure that all parents understand that the requirements of the school are the requirements of the state.

Work with parents should be carried out systematically throughout the year and in no case should be limited to meetings with those parents whose children have shortcomings in academic performance and behaviour.

With the parents of seven-year-olds, work should be carried out especially intensively before the start of the first holidays. Usually, the first half of the school year takes a lot of energy from kids; during this period they get used to new orders and a new regime. Therefore, it is very important to explain to parents how best to organise winter holidays for children, to explain the importance of this holiday for health and further success of children in learning. It is necessary to draw the attention of parents to the fact that during the holidays, children should eat, go to bed at the time set by the regime, they should also carefully perform all hygienic rules, as well as during school hours, etc., But due to academic work, children's rest and stay in the air should be increased. It is necessary to warn parents that children do not abuse visiting Christmas trees, children's cinema sessions and other entertainments that are organised for them during the school holidays. It is unacceptable that schoolchildren during the holidays, instead of resting, get tired of the abundance of entertainment. For seven-year-olds, this is especially harmful.

Before the holidays, it is necessary to consult in particular detail those parents whose children have poor health and need the most attention. In some cases, parents should be advised to meet with a doctor and get the necessary instructions from him regarding the regime or even treatment of the child.

You also need to pay attention to the preparation of seven-year-olds for spring and summer holidays.

Before the start of the summer holidays, parents should be advised how best to spend the summer for their children, which games and types of work will be most useful for them; recommend



what and how children should exercise during the holidays, so as not to forget what they have acquired over the past academic year.

In collective farms in September, harvesting usually still continues, and that's why parents don't always find time to come to school. The teacher should go to the parents of schoolchildren himself after classes and talk with them. The teacher can tell fathers or mothers with what mood their children started learning, what is new in their behaviour compared to last year, what should be paid special attention to when organising their regime and work in the family.

Such individual conversations enable the teacher to immediately, from the beginning of the training sessions, attract the attention of parents, to school affairs, to the educational activities of their children at school and at home.

The most important event in the life of students of grades III and IV is their entry into the pioneer organisation. Children are preparing for this event with great excitement.

The teacher should explain to parents what a huge educational value joining a children's communist organisation has for the child, advise parents to support the child in this regard, respect the fact that he teaches a solemn promise, begins to read "Pioneer Truth" and books about the life of the pioneer organisation with special interest.

Parents should be advised to create a festive atmosphere in the family on the day of the child's entry into the pioneers; celebrate this day, congratulate the little pioneer, maybe make him some kind of gift.

The pioneer leader of the school should also meet with parents.

Before the winter, spring, and also summer holidays, in addition to a general conversation at classroom parent meetings, it is necessary to meet with the parents of individual students to tell them, which books are recommended for their children to read during the holidays, where these books can be obtained, advise what types of household, agricultural or technical work children should do during the holidays. Regarding those children who are fond of drawing, music and show special abilities in a particular field of art, we recommend how they can be included in the work of the House of

Pioneers or what conditions should be created for them to work creatively at home. to tell them about the success of children in pioneer work, to inform parents about the moods and experiences of children. Schoolchildren sometimes hesitate to share their thoughts, worries and experiences with the teacher, but they willingly open their soul to the pioneer leader, who is closer to them in age and meets them more often in an extracurricular setting.

Special attention should be paid to working with parents during preparing children for exams. Fourth grade students usually study hard during this period, many children begin to violate the established regime—they study without much need in the evening and go to bed late, they are very little outdoors. Parents, seeing this as a manifestation of the special diligence of schoolchildren, regard the violation of the regime as a positive phenomenon. This is a big mistake, from which the teacher needs to warn parents in a timely manner the period of preparation for exams is especially important that children observe the daily routine. If they have known gaps in knowledge, it is necessary to increase the time devoted to academic work by half an hour or an hour, but the hours of classes should be constant. After 40-45 minutes of classes, children should rest for 10-15 minutes.

Proper organisation of the regime is one of the most necessary conditions for good preparation of children for exams.

It should be agreed with the parents that during this period. Whenever possible, they freed children from domestic work and created conditions for them in which children could successfully prepare for exams.

It is necessary to encourage collective activities of children and not to hinder if classmates come to the student in order to solve problems together, check each other's knowledge of grammar, etc.

Those parents who have the opportunity to help children prepare for exams should indicate what children should pay special attention to when repeating material on one or another the subject.

Working with the family will give a more positive effect if the teacher's instructions and advice are specific, i.e. if the teacher takes into account the peculiarities of the child's living conditions in the family.

After each meeting with the parents, brief notes should be made in a special notebook about the results of the conversation, write down the main instructions that were given to them, and after a certain period, by carefully observing the student and at a second meeting with the parents, check how the parents are following these instructions of the teacher.

From his notes, the teacher draws materials for classroom parent meetings, for speeches at meetings of the parent committee, for group consultations of parents. In addition, the records allow the teacher to report more fully to the head of the school or to an inspector when checking his work with his family.

Collective consultations for small groups of parents can be organised either at school or at the home of one of the parents. Some teachers arrange such consultations in the huts of the reading rooms, in the red corners of enterprises during lunch breaks. This work can be carried out in two ways.

It is possible to find out beforehand from conversations with parents which issue of raising children in the family they are most interested in, and at a certain hour to appoint a group consultation on this issue. Topics for consultations can be very different: "How to organise there is a working corner for a child in the family", "How to bring up accuracy in children", "What and how children should read at home", etc. You should not take big topics so that the conversation does not turn out to be long and vague. Conversations should be built so that parents can specify their questions and receive instructions that satisfy them. It is very good if the teacher can sort out specific mistakes and positive parenting experience of those parents who gathered for a consultation. This will be a great advantage of collective consultations before lectures.

You can conduct group consultations in another way. Gather a small group of parents and ask them to tell them what makes it especially difficult for them to raise children, and answer the questions posed by parents here. It is necessary to start the conversation with answers to the most significant questions, primarily those that interest the majority of the parents gathered.

When the systematic repetition of educational material is organised and there is preparation for exams, some parents declare

their desire to help children in their academic work, but they do not know how to do it better. In these cases, it is necessary to gather these parents and explain to them how they can and should usefully help children correct their shortcomings in writing, reading, and solving tasks.

The practice of the Soviet school has shown that one of the best forms of pedagogical propaganda are classroom and school parent meetings.

A week before the start of the school year, the teacher must hold meetings with the parents of seven-year-olds. At the meeting, the teacher in a brief report informs parents about what kind of educational work the school will carry out with the students of [classes, how it has prepared for this work, what the family's help can be expressed in and how parents should prepare children for school. The teacher should advise parents to celebrate the first day of the child's teaching as a big family holiday.

At the same meeting, it is necessary to record parents who want to work in the classroom parent asset, and to outline which of the parents will be on duty on the day of the start of the exercise.

At the second parent-teacher meeting, which should be convened 7-10 days after the start of classes, the teacher should briefly talk about how the first days of the teaching went, how the children are set up, and hold the first small conversation about the student's daily routine. This conversation can be conducted according to this plan:

1. The importance of a solid regime in a child's life for strengthening his health and successful teaching at school.

2. What should be the regime for a seven-year-old child.

3. What conditions should be created in the family to perform the correct daily routine.

4. The importance of parents' exactingness and perseverance in carrying out the regime.

At the same meeting, parents present should be introduced to the school's work plan with the family.

Subsequent parent meetings should be held systematically, once a month.

Also, once a month, classroom parent meetings are held for parents of students in grades II, III and IV.

Children should take an active part in the preparation for the final (quarter, half-year, year) meetings. They issue a wall newspaper for the day of the meeting, in which they report to parents in their educational and pioneer work, prepare an exhibition under the guidance of a teacher, where the exhibits are the best essays and expositions, the best notebooks on the Russian language and arithmetic, drawings made by children, herbariums, collections, various objects of manual labour—embroidery, applications, joinery, etc.

Such an exhibition is a good incentive in the struggle of children to improve the quality of their work. Children try to write as cleanly as possible and the teachers perform this or that task more beautifully, perhaps better and more carefully, knowing that it is not only important for them, will not only cause the approval of the teacher, but will also bring great joy to their parents.

Children's amateur performances are usually timed to such a parent meeting, which always attract and touch parents very much. Sometimes parents' meetings are held on non-working days and after their completion a pioneer bonfire is arranged.

Parents are happy to watch how children march to the sounds of the drum and bugle, how they report to the pioneer leader, how they play pioneer games, perform national dances, etc. All this brings parents closer to school, makes them more interested in the school and pioneer life of children and attend parent meetings more carefully.

The content of parent meetings should be determined by the specific tasks that teachers put forward to parents and students of this class for this period. Naturally, a meeting held after the first quarter or at the beginning of the school year should be different from a meeting held at the end of the third quarter before the verification tests. It is very important to avoid the pattern in holding parent meetings, which is sometimes observed in schools: the teacher reports on the results of academic performance, criticises parents who pay little attention to children, distributes report cards, and this is the end of the class parent meeting.

By the class parent meeting, the teacher must prepare a brief conversation on one of the topics that concern the parents of students of this particular class, and thereby help them in solving the most urgent practical tasks related to the family upbringing of children.

We can recommend the following topics for such conversations:

### **Family and School**

1. The common goals of the school and the family in the implementation of the communist education of children. The leading role of the school as a public institution. 2. Mother as a teacher. 3. The father as an educator.

4. The mode of life and work of children in the family and at school. The main requirements of the school for the family.

5. How parents should support the authority of the teacher.

6. Basic forms of school and family communication.

### **How Parents Should Help Children Study Well**

1. The importance of education for the younger generation. Lenin and Stalin about education.

2. What conventions need to be created in the family so that schoolchildren can safely do their homework.

3. What parents should think about the preparation of oral lessons by children and what their help to children should be.

4. What parents should know about the preparation of written works by children and how they should monitor their performance.

5. The importance of independent work of children. The inadmissibility of excessive guardianship when performing children's homework.

6. How to gradually teach children to self-control.

7. How to help children put into practice the knowledge gained at school.

### **The Role of Families in Educating Children's Feelings of Soviet Patriotism and National Pride**

1. What is Soviet patriotism.

2. The manifestation of patriotism by Soviet people during the Great Patriotic War and during the struggle for the fulfilment of the post-war Stalinist five-year plan.

3. The importance of the example of parents and the whole family environment for the upbringing of Soviet patriotism and national pride in children.

4. Ways of educating Soviet patriotism in children in family conditions (conversations, joint reading of children's newspapers and art literature with children, visiting museums, introducing children to communal socially useful work, participation in landscaping streets, in Timur work, in forest plantations, etc.).

#### **The Value for the Child of the Example of Others**

1. The propensity of children to imitate and the educational value of the example of others.

2. As an example of elders, it is reflected in games, work, speech and all the behaviour of children.

3. Which relationships in the family have a particularly positive impact on the behaviour of children.

4. Requirements for the behaviour of older family members who are an example for children.

#### **About the Culture of Behaviour of School Children**

1. What should be understood by the culture of behaviour of a Soviet person.

2. Examples of cultural behaviour of students.

3. The connection between the education of a culture of behaviour and the education of communist morality.

4. Rules of behaviour of students at school and outside of school.

5. Why the culture of behaviour and education should be brought up in children from the earliest age.

6. Ways of educating the cultural behaviour of children: an example of elders, clarification, demonstration, exercises.

7. How parents should control the behaviour of children outside the home.

### **Labour Education of Children in the Family**

1. J. V. Stalin on labour under socialism.
2. How parents should help the school prepare children for social work.
3. The importance of child labour in the family for the education of communist morality in schoolchildren.
4. Useful types of work of young schoolchildren in the family,
5. Games and work,
6. Methods of labour education of children in the family,
7. The importance of taking into account the age and individual characteristics of children in the organisation of their work in the family.
8. What should be the working corner of the school.

The teacher should visit every family, talk to parents, give them specific instructions and advice on parenting.

He then checks these instructions during repeated visits to the family and when calling parents to school. At classroom parent meetings, after a thematic conversation and after the teacher has familiarised parents with the results of the class's progress, he must inform the parents' meeting about how individual families follow his instructions and what results are obtained (meaning positive).

In relation to those parents who ignore the teacher's instructions, it is necessary to create a certain public opinion at classroom parent meetings. Most parents live close to each other, often work at the same enterprises, in the same institution, so they can have a mutual influence on each other. The teacher should strive to create closer contact between parents, using classroom parent meetings for this purpose. School-wide parent meetings need even more serious preparation than classroom meetings. Often these meetings are poorly attended, not only because of the parents' heavy employment, but also because the date of the meeting is appointed by chance, the notification of parents is poorly organised.

Usually, the message about the next meeting is transmitted only through children. But that's not enough.

You need to notify about the meeting through multi-pages or wall newspapers, businesses and institutions where most parents work. It is also necessary to hang out large posters with a reminder of the parent meeting. The day of the meeting should be previously



agreed with the public organisations of the enterprise, collective farm, institution where most parents work, so that this day is free from any other meetings, conferences and lectures.

Parents who come to the meeting should be warmly welcomed by teachers on duty and high school students. It is advisable to prepare for the meeting an exhibition of the best wall newspapers, creative works of students, visual aids made by schoolchildren, posters, photo screens, notebooks, reports and descriptions of the work experience of pioneer detachments, Timur teams, extracurricular clubs, tables reflecting the content of socially useful work of students, etc.

Even before the meeting, while viewing the exhibition, parents will largely be able to get acquainted with what the school has done over the past quarter (teachers on duty at the exhibition, supervisors and circle leaders should give parents the necessary explanations).

In his report on the results of the quarter and on the tasks of the school, the head of the school or the director should introduce parents to new solutions, party and government reports on the school, with new orders from the Ministry of Education and the Department of Public Education for the past period. From the report, parents will learn about what the school has done in execution of these decisions and directives, about the successes of the best teachers—masters of pedagogical work—and the best students of the school and, finally, about the achievements of the best parents who, despite being busy, find an opportunity to help the school and pay enough attention to raising children in the family.

It is necessary to speak about children who lag behind in learning and violate discipline only if the parents of these children ignore the requirements of the school or interfere with the work of the teacher.

In these cases, one or two specific examples should be given in order to create a certain public opinion about these parents.

The report of the head of the school (or the director) can be supplemented with co-reports (if necessary) on the work of the pioneer organisation of the school (co-report of the pioneer leader), on the work of the parent the committee and the parents' asset (co-report of the chairman of the parent committee), on the socially

useful work of school students (co-report of a member of the pedagogical council), on the prevention of childhood diseases and the tasks of hygienic education of schoolchildren (co-report of a doctor), on extracurricular activities of children (co-report of a member of the pedagogical council), on the assistance provided to the school by the patronising organisation—the plant, collective farm, institution (co-report of the head or representative of the patronising organisation), etc.

At the school-wide parent meeting, all teachers, a pioneer leader, leaders of clubs and members of the parent committee responsible for individual areas of work must be present, so that parents have the opportunity to ask them questions, find out all their perplexities and consult about certain difficulties. But parents should be warned in advance of the fact that at the meeting it is necessary to ask such questions, the answers to which could be of interest to everyone or the majority of those present, private questions can be asked after the meeting as a personal conversation (for this purpose, to announce in advance who and where of the teachers and members of the parent committee will talk with parents after the meeting).

It is recommended to take into account how many parents and from which classes were present at the meeting in order to carry out additional work with parents who did not attend the meeting (to call them to school, to convene them at an enterprise or institution after work or during lunch break, or to talk to them individually at home).

Sometimes classroom and school parent meetings can be held in the form of conferences on the exchange of parenting experience in the family. The content of these conferences can be twofold. In one case, it may be an exchange of best practices on various issues of family education. Some make reports on how they organise the school day regime, others talk about educating children to be independent in academic and other work, others

They share their experience of educating Soviet patriotism, educating strong-willed qualities, etc. Reports are made not only by parents themselves, but also by teachers who have previously studied the experience of parents in raising children.

At the end of the conference, the head of the school (or the director) speaks, who has already previously familiarised himself

with the content of the messages and advised the speakers. He analyses the messages and evaluates the best parenting experience in the family, draws practical conclusions and gives instructions to all parents.

In another case, thematic conferences on individual issues; for example, on the exchange of experience of labour education in the family, hygienic education and work on instilling sanitary skills to students, on the organisation of educational work of children in the family, on moral education, etc. Here, all the messages of parents relate to the experience of upbringing in the family in one area and reveal different sides of the same the same question. Let us give as an example the topic of messages at a conference organised in one of the men's schools in Moscow on the labour education of children in the family.

1. School and family requirements for the labour education of children (report of the head of the school).
2. How I brought up work habits in children at an early age (mother's report).
3. Carpentry and locksmith work of children in family conditions (father's report).
4. Participation of children in household work (mother's report).
5. Production of visual aids for natural science by children at home (teacher's report).

It is absolutely not necessary that there are many messages at one conference. Topics for such conferences will be largely determined by local conditions. Rural schools can will be topics related to the work of children in agriculture, in particular, the care of pets and plants. Women's schools may be interested in topics related to the education of sewing skills, cutting, needlework, etc.

The best experience of parents should be identified by teachers whose duties it is to help the mother or father to comprehend and summarise this experience.

Reports should be prepared in such a way that they clearly and simply highlight the experience of upbringing: the difficulties that parents encountered, how they overcame these difficulties, how they took into account the individual and age characteristics of children in

the process of upbringing and, finally, how this or that system and methods of home education influenced the formation of a child's personality.

## **PARENTS' COMMITTEE AT THE SCHOOL**

### **(Extract from "Position")**

The Parent Committee, being a body of the parent community, provides

assistance to the school:

- a) in the implementation of universal compulsory education for children living in the school district;
- b) in organising and conducting pedagogical propaganda among parents, in explaining to them the basic requirements in the field of communist education of children in school and family and in increasing the responsibility of relatives for the upbringing of their children;
- c) in monitoring the implementation of the "Rules for Students" by schoolchildren both at school and outside it;
- d) in the organisation of extracurricular and extracurricular activities;
- e) in the prevention of neglect and the fight against homelessness;
- f) in providing financial assistance to students in need, first of all, orphans and disabled children of the Great Patriotic War;
- g) in the economic and sanitary improvement of the school.

### **Organisation of the Work of the Parent Committee**

The parent committee consists of representatives from the parents of students of each class: in schools with a number of classes up to 10—two representatives from the parents of students of each class, in schools with a number of classes over 10—one representative. Representatives of parents to the parent committee are elected at the beginning in the second half of the academic year, by open voting at classroom parent meetings for a period of one year.

The parent committee includes, without fail, the director (head) of the school.

To carry out the current work, the parent committee selects from its environment a presidium consisting of a chairman, a deputy chairman, a secretary and 2-4 members, depending on the number of classes in the school.

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In schools with fewer than 8 classes , the Presidium is elected in the number of 3 persons: the chairman, the vice-chairman and the secretary.

The Parent Committee meets at least once a month.

The Parent Committee is guided in its work by the current “Regulations”, the resolutions of parent meetings and the instructions of the director (head) schools and the pedagogical council.

The Parent Committee works according to the plan adopted at the meeting of the committee and approved by the director (head) of the school.

Plans are drawn up by the parent committee for a year, for each quarter (work plan) and separately for the summer period.

The Parent Committee is authorised to make its decisions if at least half of its members are present at the meetings. The decisions of the parent committee come into force upon approval by the director (head) of the school.

The Parent Committee maintains close contact with the parents of students by visiting parents by committee members at home, conducting conversations with them, individual and group, calling parents for conversations at their meetings, convening school-wide and classroom parent meetings.

School-wide parent meetings are held at least twice a year.

Classroom parent meetings are held at least once a school quarter.

The resolutions of the parent meetings come into force after their approval by the director (head) of the school.

The Parent Committee, with the knowledge of the director (head) of the school, is demolished with Soviet bodies, public organisations and enterprises, institutions and organisations patronising the school on issues of assistance to the school.

The Parent Committee can take part in the organisation of paid concerts, performances and lectures by the school and in the distribution of funds received from this, which can only be used for events that are not provided with budget allocations (allowances for students in need, organisation of excursions, etc.).

The Parent Committee does not have the right to make monetary fees from parents.

The Parent Committee of the school creates, under the guidance of the committee members allocated for this purpose, permanent acting commissioners:

- a) on pedagogical propaganda;
- 6) by universal education;
- c) educational and educational;
- d) cultural and educational; e) sanitary and economic.

In addition, temporary commissions may be created to fulfil certain tasks.

The chairman of the parent committee is a member of the pedagogical council of the school,

Each member of the parent committee has the right to submit to the committee and the pedagogical council of the school issues related to the improvement of work school. The chairman of the parent committee and the director (head) of the school is obliged to raise and consider these issues at the next meeting of the committee or the pedagogical council.

Members of the parent committee who do not take an active part in the life of the school, on the proposal of the chairman of the committee, may be recalled by voters before the re-election of the committee,

The Parent Committee is accountable in its work to the school-wide parent meeting, to which it reports in its activities at least twice a year.

The Parent Committee keeps minutes of its meetings and general parent meetings and at each of its meetings checks the implementation of the decisions taken.

The protocols of the parent committee and the general parent meetings are kept in the school's affairs and are handed over according to the act when hiring and handing over the school.

All correspondence on matters within the competence of the parent committee is conducted on behalf of the school signed by the director (head) of the school and the chairman of the parent committee.

