В. Б. ПОМЕЛОВ

А. С. Макаренко и судьба его педагогического наследия в современном российском образовании

Введение. Проблема воспитания подрастающего поколения является одной из важнейших в современной педагогике. Ученые-педагоги внимательно изучают наследие своих выдающихся предшественников, – педагогов прошлого. К числу таких ученых, оставших неповторимый след в российской педагогической науке и практике, относится Антон Семенович Макаренко (1888-1939). Статья написана в связи с 135-летием со дня его рождения.

Цель статьи – показать значимость личности Макаренко в развитии российского образования. В качестве задач автор выделяет характеристику и оценку его достижений в практической работе и педагогической теории, представление ранее неизвестных биографических данных педагога, его коллег и родственников.

Материалы и методы. В процессе работы над статьей автором использовались следующие исследовательские методы: анализ историко-педагогической, мемуарной и художественной литературы по теме работы, биографический, исторический и сравнительный методы, а также аксиологический (ценостный) подход к исследованию педагогических инноваций А. С. Макаренко.

Результаты. Вплоть до настоящего времени личность Макаренко, его практическая деятельность и литературные произведения вызывают горячие споры среди российских учителей-практиков и педагогов-теоретиков. Автором дается характеристика достижений Макаренко как педагога, проявляющаяся в фактологически достоверном и точном раскрытии событий биографии выдающегося педагога и его самоотверженных усилий в деле перевоспитания воспитанников и педагогизации окружающей их социальной среды. Макаренко показан как видный писатель-педагог. Фактически он является основоположником отечественной художественно-педагогической литературы («Педагогическая поэма», «Флаги на башнях», «Книга для родителей»).

Заключение. Советское образование десятилетиями развивалось в основном русле педагогики Макаренко, но постсоветское российское образование далеко не в полной мере использует его наследие. А. С. Макаренко один из самых значимых педагогов в истории российского образования. Его личность и педагогическое наследие нуждаются в дальнейшем изучении со стороны историков педагогики.

Ключевые слова: Макаренко, Григорович, Салько, трудовая колония имени Максима Горького, трудовая колония имени Ф. Э. Дзержинского

V. B. Pomelov

A. S. Makarenko and the fate of his legacy in nowadays Russia

**Introduction.** The problem of educating the younger generation is one of the most important in modern Russian pedagogy. Russian scientists and teachers are carefully studying the legacy of their outstanding predecessors, the teachers of the past. Anton Semyonovich Makarenko (1888-1939) is one of such scientists who have left a unique mark in pedagogical science and practice. The article was written in connection with the 135th anniversary of his birth. The purpose of the article is to show the importance of Makarenko's personality in the development of Russian education. As tasks, the author highlights the characterization and evaluation of his achievements in practical work and pedagogical theory, the presentation of previously unknown biographical data of the teacher, his colleagues and relatives.

**Materials and methods.** In the process of working on the article, the author used the following research methods: analysis of historical and pedagogical, memoir and fiction literature on the topic of the work, biographical, historical and comparative methods, as well as axiological (value) approach to the study of pedagogical innovations by A. S. Makarenko.

**Results.** Up to the present time, Makarenko's personality, his practical activities and literary works cause heated debates among Russian practical teachers and theoretical teachers. The author characterizes Makarenko's achievements as a teacher, manifested in a factually reliable and accurate disclosure of the events of the biography of an outstanding teacher and his selfless efforts in the re-education of pupils and the pedagogization of their social environment. Makarenko is shown as a prominent writer and teacher. In fact, he is the founder of Russian artistic and pedagogical literature (“Pedagogical poem”, “Flags on towers”, “Book for parents”).

**Conclusion.** The Soviet education had developed itself for decades in the main stream of the pedagogy of Makarenko. But the post-Soviet Russian education seems to avoid the Makarenko's legacy. A. S. Makarenko is one of the most important teachers in the history of Russian education. His personality and pedagogical heritage need further study by historians of pedagogy.

**Keywords:** Makarenko, Grigorovich, Sahlko, labor colony named after Gorky, labor commune named after Dzerzhinsky

**For Reference:**
Introduction. The urgency of the problem

135 years ago A. S. Makarenko was born, one of the four great teachers, according to the decision UNESCO (1988), who determined the way of pedagogical thinking in the 20th century, alongside with D. Dewey, G. M. Kerschensteiner and M. Montessori. A. S. Makarenko's pedagogy had a great influence on the development of Russian education and Soviet pedagogy in the 1930s–1980s. But in the post-Soviet years, Makarenko's personality and his pedagogical legacy, despite the proven effectiveness of his methods in previous decades, turned out to be virtually unclaimed. His personality has been undeservedly overlooked by modern Russian historians of pedagogy. He is only occasionally mentioned in publications. Today it is becoming increasingly clear that his personality and pedagogical heritage are able to provide important and necessary assistance to modern education.

All the more reason to give a detailed essay about this extraordinary man in the year of the 135th anniversary of his birth.

The purpose of the article is to show the importance of Makarenko's personality in the development of Russian education. As tasks, the author highlights the characterization and evaluation of his achievements in practical work and pedagogical theory, the presentation of previously unknown biographical data of the teacher, his colleagues and relatives.

Materials and methods

The following research methods were used by the author in the course of the study: analysis of historical and pedagogical, methodological and fiction literature on the subject of the study, biographical, historical and comparative methods, as well as an axiological (value) approach to the study of activities by Makarenko.

The author used the materials of a number of leading scientific and pedagogical periodicals of domestic and foreign origin, including "Espacio, Tiempo y Educación", "The History of Education & Children’s Literature", "Bulletin of Vyatka State University for the Humanities", etc, and the works of Russian and foreign researchers of historical and pedagogical science: D. Caroli, A. Maitre, V. Zorić, V. G. Bezrogov, I. V. Volkova, G. B. Kornetov, S. V. Ivanova, etc.

Results

The essential characteristics of the education system in Russia (USSR) and the theoretical legacy of prominent Russian (Soviet) teachers of the past arouse considerable interest among modern foreign and domestic scientists. The interests of researchers cover a wide range of issues, starting with the study of the activities of the first Russian enlighteners [1]. Attention is paid to the issue of establishing cultural and scientific ties between Russia and abroad in pre-Soviet times [2]. The focus is on the issues of ideological education on the example of the lives and activities of party-statesmen of the Soviet past [3]. The researchers reveal such insufficiently known pages of the past as the study in 1945-1965 at the Soviet school of the Constitution of the USSR (1936), popularly called "Stalin's"; at the same time, the relevant textbooks and manuals are analyzed [4]. The influence of political events, in particular, the Spanish Civil War in the 1930s, on the formation of civic
qualities of Soviet schoolchildren is investigated [5]. The textbooks of the post-war years are analyzed from the standpoint of their liberation from Stalinist attitudes [6].

The children's Russian literature of the XIX-XX centuries is actively studied, interpreted by scientists as a means of forming a child's personality [7]. Children's periodicals are interpreted as another important educational factor, especially significant during the years of military trials [8]. Primary school textbooks are analyzed in order to clarify their patriotic orientation as a consolidating factor for children [9]. Researchers seek to identify their cultural and historical components in order to use the results obtained in the creation of a new generation of educational books [10]. Researchers even call school architecture an important factor of success in the implementation of the educational process [11]. Various forms of organization of the educational process are analyzed, in particular, the so-called preparatory classes [12]. Importance is attached to the issue of studying the implementation of anti-religious propaganda in the USSR in the early 1960s. [13]. At the same time, an interesting study was carried out on the study of the idea of God in the Soviet children's literature of the 1960s. [14].

There is a place in the scientific pedagogical press for publications on the influence of foreign pedagogy on the Russian education system [15]. Some authors write about the fate of Russian teachers in exile [16]. Researchers are interested in the activities of the innovators of pedagogy, who remained virtually unrecognized in their country for reasons far from pedagogy [17]. The more attention is paid to recognized luminaries of Russian pedagogy, such as K.D. Ushinsky [18].

A. S. Makarenko is invariably interpreted as "the father" of the Soviet pedagogy, which, admittedly, is quite true [19]. But the fact that he is a "contemporary of all generations" – the author of the article himself, who published under this title several years ago, could argue with this definition now [20].

The outstanding Russian teacher Anton Semenovich Makarenko is known in Russia to everybody. His name is a symbol of the selfless labor in favor of parentless children. The aim of the issue is to show the importance of his personality in the history of domestic education. As tasks, the author highlights the characterization and evaluation of his achievements in practical work and pedagogical theory, the presentation of previously unknown biographical data of Makarenko, his colleagues and relatives.

The most well-known teacher of the Soviet period Makarenko was born on March 1 (13), 1888 in the small town of Belopolye, Sumy district, Kharkiv province. Now it is the territory of the Republic of Ukraine, and at that time it was the part of the Russian empire. His father was a housepainter in railway workshops, the mother was a housekeeper [21, p. 8-9].

Anton studied at the railway school (1896-1901). In 1901-1904 he studied at the city's 4-class school in the settlement Kryukov, now a district of the town of Kremenchug, and then at one-year teacher's courses. In 1905-1911 he was a teacher at the Kryukov railway 2-nd class school, then —at school at the Dolinsky railway station (1911-1914). 1914-1917 he studied at the Poltava Teachers' Institute, which he graduated with a gold medal [22, p. 110].

The director of the institute was a prominent figure of Russian education Alexander Konstantinovich Volnin (1872-1942), who after Poltava, fleeing from the nationalist rampage that swept Ukraine after 1917, went to head the Novonikolaevsky Institute of Public Education (1918-1921) [23]. Then he worked at the Vyatka Institute of Public Education (1922-1924) [24]. Makarenko and Volnin subsequently met only once, on February 18, 1939, at the celebration of the 20th anniversary of School No. 1 of the Yaroslavl Railway, in which Volnin worked in the last years of his life [25]. While studying at the Institute, Makarenko
was briefly conscripted into the tsarist army and even received the military rank of "ratnik" (fighting-man) of the 2-nd category. He served in the 147-th infantry Voronezh squad.

A. S. Makarenko returned to the teacher’s activity in 1917. He was the head of the Kryukov railway, higher primary and primary school (1919). In 1919-1920, the teacher was in charge of the section of children's colonies of the Poltava provincial department of public education. In the early Soviet years, the problem of educating children and adolescents left without parental care was of great relevance [26, p. 271]. In order to solve this problem, commune schools and "school towns" were opened all over the country [27]. Vyatka Province was especially famous for the number of these innovative educational institutions [28]. One of the most famous was the Znamenskaya commune in the Vyatka province, which was led by A. I. Kondakov, who was later called "Vyatsky Makarenko" [29].

Correctional institutions of the communal type in Ukraine have also become widespread. In September 1920 Poltava provincial department of education established one of the first children's colonies for young offenders in Ukraine. It was situated in 8 km from Poltava. Makarenko was entrusted with the management of this colony, which was officially called the Poltava labor colony named after Gorky. In fact, the period of pedagogical activity of Makarenko, which immortalized his name, began from this time.

The Makarenko's colleagues are rarely mentioned in the Russian pedagogical literature. It may seem that the great teacher acted almost alone. However, this is far from the case. There were a sufficient number of teachers in the institutions of Makarenko, and some of them worked with him for a long time, moving from one institution to another together with Anton. We are to name the secretary of the pedagogical council of the colony Elizaveta Fiodorovna Grigorovich (nee. Arkhangelskaya) (1880-1967). By birth she was the daughter of a priest, and she has become the wife of a priest who taught the Law of God at the Kryukov school. Anton and Elizaveta met there and fell in love with each other in 1905, and for two decades were in a civil marriage. At first, it was Grigorovich who was offered to become the head of the colony, since she had a solid and versatile education. She graduated from the diocesan school, the paramedic 4-year school (1917) and the «half-course» (i.e. 2 years courses) of the Medical Institute, then the Kiev Pedagogical Froebel Institute and the Poltava Institute of public education.

Some of Makarenko's students, after leaving the colony and receiving their education, returned there as employees, for example, the doctor Nikolai Shershnev and the teacher Semyon Kalabalin.

The colony's material base had a very small supply of tools and other equipment. There were only 12 acres of arable land, and even that was solid sand. At a distance of two kilometers from the colony there was an estate of former land owners – German colonists, – Trepke brothers, who abandoned their farm during the Great October socialist revolution (1917). It was also transferred to the colony. It had 30 acres of land. The Kolomaka river flowed directly through the estate, there was an orchard, meadows, five dilapidated stone buildings, a stable, a blacksmith shop, and, most importantly, an operating steam mill that brought a certain income to the colony. The renovation of all the rooms was completed only in 1924.

Makarenko formulated the fundamental direction of pedagogical work confirmed by his experience, – "the path of a working community that is definitely progressing in different areas of life". This progress was carried out through a reasonably organized work activity of children, in which all teachers and employees of the colony were involved [30]. In contrast to the "Narkompros scholasts" [31], A. S. Makarenko rightly considered and proved by his constant practical work the idea, that the organization of social education
is built by combining real life processes, namely the processes of management, labor, knowledge and play. An effective and useful combination of these processes is possible only if discipline and self-management influence the development of a child at the same time. The problem of discipline and self-government is very difficult to decide practically [32]. In "theory" everything is explained simply: discipline is interpreted as a derivative of self-government and self-organization, but this statement has not been proven by anyone and nowhere. Teaching staff of the colony Makarenko held the view that discipline and self-government should be equal components of public life. But there must be some force that makes the problem of discipline clear and self-evident. This power lies in the process of managing. The logic of economy is the logic of common civic duty and responsibility of the individual within the collective. With this approach self-government is made from the functions of labor, management, responsibility and control. Supplemented by study and play, this system has fully justified itself.

The teacher saw the justification of his system in the very facts of colony life. By 1925, the colony had introduced a six-field crop rotation on 40 acres of arable land. The colony had 63 English-bred pigs, 3 cows, horses, sheep, geese, and rabbits. Makarenko wrote in a diary: "I would like 132 tithes". The grain yield rose to unprecedented heights for those places. The teacher T. D. Tatarinov recalled: "I and my workmates ... felt exactly ease in work, although they were busy for 10-12 hours a day... The school, the club with all kinds of work, etc. – all this represented one complex machine, a well-coordinated unit that worked accurately, without interruptions and interruptions... Everyone listened to his tone... Everyone showed initiative and creativity in order to improve our educational work" [33, p. 80].

In the "Report on the state of the Poltava labor colony named after M. Gorky" Makarenko noted: "The students and teachers of the colony are a close working family, imbued with mutual respect and loyalty to each other" [33, p. 82-83]. Makarenko constantly came out with various proposals to the educational authorities. He suggested, for example, to reduce the staff of educators and transfer some of their functions to children. His next proposal was to give out pocket money to senior pupils [33, p. 104-105].

Makarenko early felt the need to put his pedagogical views on paper. During his years at the Kryukov school, Makarenko wrote a story in which he described his feelings of a rejected lover, and sent this story to Gorky. The writer answered something like this: "If you can do without writing, then, don't write». Years have passed, and Gorky began convincing Makarenko to engage in writing books. He helped him in the publication of the "Pedagogical poem". Makarenko told children a lot about Gorky. Their souls were especially touched by the teacher's stories about the poor childhood of the proletarian writer. The first letter to Gorky was written on July 8, 1925, and the last – on October 8, 1935 [34, p. 320].

His most famous work, «Pedagogical poem», has been translated into almost all languages of the world and, according to UNESCO, ranks sixth among all Russian books in circulation. Collected together, his pedagogical works make up 8 volumes. Children educational collectives, led by Makarenko, have been regularly inspected by officials of the Kharkov district department of education. An inspection in October 1927 stated: «We consider it unacceptable to transfer the system of education in the Gorky colonies to other colonies». It was particularly noted that the Komsomol organization could not «prove itself as the leader of the entire socio-political life of the colony». Makarenko doesn't allow «the existence of two systems of upbringing – the colony (self-government) and the pioneer organization» [35].
The Gorky colony was visited by a large number of delegations. Only from August 28 toDecember 11, 1927 it was visited by 32 foreign delegations, not counting the delegations ofSoviet teachers. Then, in 1927 the colony was visited by Nadezhda Felixovna Ostromensky.A year earlier, she worked as a teacher in the colony, but not for long, just a few months, andshe wasn’t remembered by either children or colleagues. At the time, no one could haveimagined that her pursuit of personal fame at the expense of others would lead to such direconsequences. She suddenly wanted to write a book about colony. She informed Makarenkoabout this. He reacted with doubt to this idea. But it didn’t stop Ostromensky. Her big essay"Towards life. Colony named after Gorky" was published in the Moscow magazine "People'steacher" in 1928 [36]. Some inexactitude in her narration led to a misinterpretation of thetext about the use of punishments in the colony.

On May 14, N. K. Krupskaya in a report at the VIII-th Congress of the Komsomol, basedon the material of an essay by N. F. Ostromensky, criticized the "one-house named after M. Gorky at the Ukraine". At the same time, she interpreted the corresponding section of theessay in her own way [37, p.269-270]. The critical line in connection with the essay waspicked up by A.V. Lunacharsky. In the article "Education of a new person", he wrote withirony about "a pedagogical magazine", which «describes a positive type of Soviet teacherwho sends his student to the forest to cut himself a rod, by which then he will be flogged"[38, p. 271]. Of course, Lunacharsky expressed himself figuratively, but one understood thepeople’s Commissar of education of the RSFSR literally!

Although Makarenko’s last name wasn’t mentioned in the article, it was clear to anyonewho Lunacharsky was talking about. Makarenko was subjected tosharp criticism and nowthe whole Soviet country «has heard» about him.

On May 23, 1928, the Central Committee of All-Union Communist Union of Youthnamed after V. I. Lenin, otherwise Comsomol, determined: Makarenko's system «doesn’tcorrespond to the basics of Soviet pedagogy". Krupskaya was the curator of Comsomol.After that in a letter to his wife G. S. Sahlko Makarenko broke out an angry panegyric againstKrupskaya: "...And the most terrible thing is that this hysterical stupid woman is the tutoressof our youth! " [39, p. 82].

On the contrary, in the periodical press, Makarenko's education system was highly praised.Here is just one example. Journalist I. Baykov wrote: "There is extremely severe disciplinein the colony. However, it’s so reasonable and kind that the colonists don’t feel oppressed.Penalties for evasion of discipline are always appropriate. The pride of the colony aremechanized woodworking workshops, and about 100 working colonists. 50 senior colonistswork at the enterprises of Kharkov. With regard to them, the council of commanders decidedto deduct the cost of food from their salaries, give 10% to their hands, and put the rest ontheir personal savings account in the bank. There are many, many interesting things in theGorky colony» [40]. The teacher I. N. Gukov, who knew Makarenko well, recalls his meetingswith the great teacher: «His knowledge of pedagogical literature was striking. He recited longquotations from Russian and foreign authors by heart" [33, p. 32].

On July 8-9, 1928, an unforgettable meeting took place in the colony of Gorky andthe commune named after F. E. Dzerzhinsky. The great Soviet writer Alexey MaximovichGorky visited both institutions. There were working days in the colony. The colonists speciallyprepared a stage play «On the bottom», and photography was organized. In the evening,there were celebration, fireworks... The gift from the colonists was an album about the lifeof the colony. Gorky later wrote about Makarenko in an essay «On the Union of Soviets»:'He knows every colonist, characterizes him in five words and as if he were taking a snapshot
of his character» [41, p. 357]. He «knows how to talk to children about work with that quiet hidden power that is clearer and more eloquent than all beautiful words" [41, p. 358].

Makarenko didn’t complain to Gorky that he was already "gone" from the colony, that in the presence of Gorky he only «portrayed» the head of the colony. Without hiding his resentment, Makarenko wrote to Ostromensky on November 16, 1928: «Come now to the colony and give an outline of its demise». The new head of the colony put forward a motto: "It's enough for you to be farmhands, you need to learn". Soon the Gorky colony was no longer distinguished from other similar institutions.

On April 9, 1927, the Board of the GPU of Ukraine decided to commemorate F. E. Dzerzhinsky with the opening of a children's labor commune named after him. On October 20, 1927, in addition to leading the colony, Makarenko took charge of the commune, working on the basis of the pedagogical principles of the Gorky labor colony. Makarenko gets the right to select the staff of this institution. T. D. Tatarinov, E. F. Grigorovich and V. N. Tersky moved to it from the Gorky colony. Since mid-October, Makarenko has actually been stepping away from the management of the Gorky colony. It happens in it sporadically. In fact, he has to work in two places. On May 30, 1928, he wrote a letter of resignation from the colony, but he was asked to remain in charge of the colony until Gorky arrived there.

At the beginning of January 1928, the commune took 40 homeless people taken from the street from the collector [33, p. 237]. A. S. Makarenko set the task of creating an educational enterprise. Makarenko repeatedly addressed the idea of an enlarged pedagogical institution: 1927 – the organization of the labor children's corps of the Kharkiv district, about 10,000 children; 1932 – the Union of the Gorky colony with the Dzerzhinsky commune; 1933 – the Union of the Dzerzhinsky commune, Priluk and Poltava labor communes. He writes a corresponding proposal to Glavsotsvos. He comes out with the idea of a project "a large educational enterprise". This idea found support. In Kharkiv, two large factories were being built, and both were "first-born" in their industry in the USSR.

One of them was the factory of film cameras, called "FED". The model of the German company "Leitz Camera", popularly called "Leika", was taken as a sample. Another factory produced power tools; its most famous product was electric drills of the company "Black and Decker" (USA). The staff of the commune was invited to participate in the construction and, most importantly, to work at these enterprises upon completion of construction. This idea captured the entire team. The first "drills" were released at the end of 1931. Already in July 1932, their output exceeded one thousand units per month. Literally in these days, on June 2, 1932, the design of the "Leika" began. A few months later, the production of cameras was put on stream.

In 1932, Makarenko saw in his experience a dangerous trend; pedagogically unjustified expansion of production led to the fact that the commune lost its educational significance and educational power. At the end of 1927, the commune began with four workshops (shoemaking, sewing, carpentry, locksmiths), and now it was a plant for 30 thousand film machines a year and a plant for power tools. Since mid-March 1932, he himself left the position of head of a commune due to the expansion of its industrial production.

From April 15, he becomes the head of its pedagogical (educational) part. While working in Kharkiv, A. S. Makarenko had to work on such proposals, which can only be called delusional. So, on September 28, 1928, he was asked to "develop a project for organizing a network of colonies for homeless people on the border with Afghanistan for 40,000 people who will need to be taken out of Ukraine". Every day feeling the "attention" of the GPU employees, the teacher couldn’t afford to express his true opinion on this issue, and
therefore in a letter to his wife he wrote: "The project is the most brilliant" [39, p. 114]. The word "genius" makes the recipient understand the true meaning of the message.

On September 8, 1936, at a solemn meeting on the occasion of the release of communards, Makarenko expressed himself literally as follows: "We all work under the leadership of the party and comrade Stalin, and if comrade Stalin makes at least a thousand mistakes, and one, whose name I do not want to name (this meant the already convicted N. I. Bukharin) will lead us on the right road, but still we must go for comrade Stalin". On the same day, the party Secretary of the commune N. A. Ogiy-Chernukha sent a letter to the secretary of the party Committee of the NKVD of the Ukrainian SSR, Ya. K. Krauklis, under the heading "top secret", in which he reported what had happened. Makarenko did not take the floor to correct his political mistake and "immediately left". On the letter, the addressee put a resolution: "we will remove Makarenko after a while. I don't believe him. This is the enemy" [42, p. 65].

This story was continued. In the communal newspaper "Dzerzhinets" (№33 of 13.9.1936, N. A. Ogiy-Chernukha in the article "Vigilance always and everywhere" stated: "A. S. Makarenko's speech at the communards' graduation party is essentially class-hostile, counter-revolutionary". On October 5, in the same newspaper, the same author again returns to this case. In the article "The error is not accidental", he writes: "Both in his speech at the evening of graduates, and in the statement that Makarenko submitted to the party Committee, red thread passes underestimation of Makarenko's role of the party, the Soviet government, and the Komsomol in the education of our youth is everywhere emphasized by his own self. In the statement he writes: "I was only talking about the future. Including the distant future, and I wanted only one thing, so that my students could not have any nonsense about the mistakes of the party." In fact, it promotes the possibility of mistakes of the Leninist-Stalinist party, however, in the "distant future". And further ... develops the idea of the possibility of infallibility of the Trotsky-Zinoviev gang" [42, p. 75].

Since March 1937 he lived in Moscow, and was mainly engaged in literary activities. Makarenko was a member of the Union of Soviet writers since its foundation (1934). By decree of the Presidium of the Supreme Soviet of the USSR from 31.01.1939, he was awarded the Order of the Red Banner of Labor. In February 1939, Makarenko submitted an application for acceptance as a candidate for membership in the Communist party. It's curious that the recommendation for admission to the party was given to him by his former pupil I. Sopin, who is depicted in Makarenkov's works as a disorganizer. Makarenko's remarkable books "Pedagogical poem", "FED", "Flags on towers", "Book for parents", "Lectures on Communist education", "Honor", and numerous articles were published.

His name became known throughout the country, and, first of all, not as a teacher, but as a writer. Makarenko died of a heart attack right on the train at the Golitsyno station in the Moscow region, returning from rest home on April 1, 1939.

The preservation of the heritage of Makarenko has carried out his widow Galina Staheevna Sahlko (1892-1962). They met in February 1927. She served as the chairman of the commission on juvenile affairs of the Kharkiv regional executive committee. On duty she took part in various checks, including visits to the Gorky colony. A close relationship between Makarenko and Sahlko began in the spring of 1927, and the marriage was officially registered on September 4, 1935.

Her first husband, M. V. Sahlko (1887-1938), was a deputy head of people's commissariat of internal affairs of the Ukrainian SSR. He was the victim of Stalin’s regime. Their son Lev Mikhailovich Sahlko (1914-1957) was brought up in the family of the Yezernitsky, a cousin
of G. S. Sahlko, and for some time was a communard in the commune of Makarenko. A. S. Makarenko, his wife and L. Sahlko are buried at the Novodevichy cemetery in Moscow.

In the pre-Soviet years, A. S. Makarenko was very friendly with his younger brother Vitaly (1895-22.07.1983), who chose the military path and took part in the first world war. After being wounded, in 1915-1919 he was a teacher at the Kryukovsky railway higher primary school, headed by A. S. Makarenko.

From August 1919 he was the lieutenant in the army of A. I. Denikin, then commander of a machine-gun company in the army of P. N. Wrangel. Sentenced by the "Reds" to execution, he literally fled from the place of execution.

He managed to emigrate in November 1920. The brothers had been in correspondence in 1922-1929. Vitaly wrote memoires about his brother. V. S. Makarenko died in a nursing home in the city of Hyeres, near Toulon.

Vitaly's daughter Olimpiada (7.08.1920-22.07.2001) was brought up in the family of A. S. Makarenko since 1928. She corresponded with her father in 1962-1975 [43]. The mother of A. S. Makarenko Tatyana Mikhailovna (born Dergachieva) (1860-11.09.1931) lived with her son in the commune, helped him in everyday life. Pupils loved her very much, called her grandmother. Her husband, the father A. S. Makarenko Semion Grigorievich died much earlier (1850-27.02.1916).

The husband of O. V. Makarenko was a poet-songwriter Sergey Alexandrovich Vasiliev (1911-1975). She had three children: daughters Galina (1938-?) and Ekaterina (born in 1945), and a son Anton (born in 1953). Galina started as a film actress, played in the films "Quarrel in Lukashi", "Until next Spring", "Mishka, Serega and me". Then she was engaged in journalism; headed the editorial office of the magazine "Soviet Woman" in French.

Her half-sister Ekaterina (they have a common father, but different mothers) has starred in more than 150 films. She is the people's artist of the RSFSR, popular theater and film actress.

Anton Vasiliev is a theater and film director. In the 1980-th, he was the very first to oppose the mad project of the Political Bureau of the Communist party of the USSR of turning the great Northern rivers (Volga, Oka, Kama, etc.) to the South. Such a civic position made his career difficult.

Discussion

The legacy of A. S. Makarenko matter of controversy until the present time. Moreover, these disputes involve not only teachers. Interest in the teacher's legacy grew with particular force during "the perestroika" era.

Thus, academician L. I. Abalkin noted: "A. S. Makarenko's pedagogy becomes especially necessary now, when economic analysis without evaluating socio-cultural phenomena is imperfect and incomplete" [44].

A well-known economist and the first mayor of Moscow G. Ch. Popov estimated A. S. Makarenko: "The genius of Makarenko is that he was the first to understand: the whole system of moral influence must be based on some powerful material factor that would be decisive in a person's life. And he correctly picked the labor... The deployment of child labor must be closely linked to changes in the entire sphere of work in society" [45].

Makarenko's legacy has received wide international recognition. Currently, there is a growing interest to the pedagogical work of Makarenko in the nowadays Russia. The appeal to his works and his personality is largely caused by the aggravation of problems in the
upbringing of children and young people, the need to solve the problem of their active inclusion in life and work. It seems quite obvious that there is a need to expand adolescent and youth associations.

But how does one do this? Such problems as child homelessness and neglect, juvenile delinquency and antisocial behavior require effective urgent measures. These are the main problems of the modern Russian pedagogy.

The attitude to the Makarenko’s heritage is paradoxal. On the one hand, all Russian researchers, University and school teachers admit, that his ideas and practical work represent the genuine value of the home pedagogy, and Makarenko is the "contemporary of all generations". On the other hand, none of the domestic schools use the Makarenko’s heritage in its initial, "classic" form.

At the same time, one should recall, that only three decades ago, in the times of the Soviet Union the problem of labor education found its reasonable decision by establishing in every school numerous youth agricultural and industrial brigades which worked during summer vacations. Practically all students were members of the so called "building divisions" [46].

All this, alas, in the past. Primary and secondary vocational education was practically destroyed in the "Eltzin" nineties. From the beginning of the XXI-th century the process of eliminating the heavy consequences of "ruling" of the "democratic" government in the nineties in all spheres of the Russian society has begun. The education is gradually restoring its importance and attraction.

There exist great amount of ideas; among them is the idea to strengthen the practical orientation of higher education. The importance of the human factor is rapidly increasing; we can see this in the growing number of man-made ecological disasters. But nevertheless, in fact, the social, legal, moral, psychological and physical state of society needs much to be improved.

Conclusion

Domestic and foreign pedagogical literature on scientific, pedagogical and literary creativity, on the practical activities of Makarenko has a huge number of monographs, dissertations, various popular scientific publications, articles in magazines, newspapers and scientific collections, and not only pedagogical, but also social, socio-political, literary, cultural and even military-sports and health-improving orientation. Scientific conferences devoted to the life and work of A. S. Makarenko are regularly held.

In a number of countries, entire research teams are working, setting themselves the task of studying his legacy. Two feature films based on his works were staged in the USSR, and a large number of documentaries were also released.

Despite all this work, the creativity of the great teacher remains, nevertheless, insufficiently studied. There are still many "white spots" in his biography.

The main thing that haunts researchers is that, despite seemingly universal recognition, Makarenko’s pedagogical system allegedly didn’t spread in the USSR (RF) and other countries. Some researchers are trying to convince the pedagogical community that, they say, there are simply no school institutions where it would be used in the so-called pure form.

Of course, the external expression of the Makarenko system was, as everyone well knows, the combination of children’s studies with productive work. But at present, such a "combination" isn’t provided for by any educational standards in force in the Russian Federation. Moreover, even small patches of land on which school gardening plots were
previously located, and where students could get at least initial work skills currently are being liquidated everywhere, first of all, of course, in large cities in order to use these territories for other, "more important" needs.

Supporters of the Makarenko system "in its purest form" find it difficult to get rid of the idea that the great teacher was engaged in children with those types of productive work that were relevant and in demand at that, now very distant, time.

Makarenko's pupils raised bread and cattle, made tables and chairs, and finally collected drills and cameras. But is all this relevant now in relation to the children's student collective?

The problem of implementing the Makarenko system has occupied the author of the monograph offered to the reader for more than forty years. And throughout all these years, our opinion regarding the nature of the implementation of the Makarenko system has repeatedly changed.

Not for opportunistic reasons, no, but solely due to the fact that life itself and all the accompanying realities, both spiritual and material, were changing. It seems obvious to us that the realities of modern life simply suggest the right solution to the problem of rational use of the pedagogical heritage of Makarenko.

For example, it is known that in many educational institutions, various kinds of research laboratories are becoming more widespread, teams of like-minded people are being created working on solving quite important tasks that have practical application, and sometimes scientific significance.

Modern schoolchildren and students don't assemble drills, like the communards of the thirties, but they, using the same Makarenko brigade method, create computer "software" and "3D" models, improve robotics and various kinds of electronic devices and gadgets. And such examples are multiplying day by day. This is the "modern reading", in other words, the implementation of Makarenko's ideas in our days. At least, this is how it seems to the author of this monograph [21, p. 4-5].

The ideas of the great teacher Makarenko, his remarkable theoretical works and novels is of great help now, as they contain great opportunities to solve contemporary problems that faces the domestic education.

Thus, the purpose of the article is to show the importance of the personality of Makarenko in the development of domestic education, is achieved.

The tasks, to highlight the characterization and evaluation of his achievements in practical work and pedagogical theory, the presentation of previously unknown biographical data of Makarenko, his colleagues and relatives, is shown.

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