

Historical-Legal and Axiological Analysis of the Development of the Institution of Children's Self-Management in Russia

Tatiana Rezer*, Oleg Alexandrov

Department of Theory, Methodology and Law Support of State and Municipal Administration, Ural Federal University named after the first President of Russia B. N. Yeltsin, 620002 Yekaterinburg, Russia

**Corresponding author. Email: t.m.rezer@urfu.ru*

ABSTRACT

The article considers the theoretical and methodological basis for the development of the institution of children's self-management in Russia. The authors consider the process of development of the institution of children's self-government from the point of view of historical, legal and axiological aspects of this phenomenon, as well as from the point of view of the pedagogical heritage of outstanding representatives of the pedagogical science in Russia. The historical and legal approach has allowed the authors to analyze the theoretical and legal legacy of prominent ideologists and organizers of the institution of children's self-government in Russia. The result is allocated to periods of development of the institution of children's self-management: the pre-revolutionary, the Soviet (divided into the early and late stages) and the post-Soviet period. The authors identify the historical forms of organization of the institution: administrative, structural and ideological, legal, professional and organized ones. The characteristic features of each period and form are highlighted. The axiological approach has allowed us to analyze the value component in the periods and stages of development of the institution of children's self-management in Russia. As a result, the formation of a new generation was carried out not only for the purpose of indoctrination, but also for the purpose of educating and training a physically and mentally healthy person with universal values and the formation of new collective traditions. The experience of the Soviet school of developing a system of values for students through the implementation of the institution of children's self-government deserves a more detailed and historically verified continuation of the study.

Keywords: *children's self-management in Russia, institution of children's self-government, forms of children's self-management, axiological component of the phenomenon*

1. INTRODUCTION

Since 1950 many countries around the world have celebrated International Children's Day on the first day of summer. Children have their rights to life, freedom of opinion, education, recreation and leisure, as well as protection from violence and labour exploitation.

The rights of children in Russia are protected by the Russian Constitution and Federal law No. 124-FZ of 24.07.1998 "On basic guarantees of children's rights in the Russian Federation", they contain the basic guarantees of these rights and legitimate interests of a child.

The state recognizes childhood as an important stage in human life and proceeds from the principles of priority of preparing children for a full life in society, developing their socially significant and creative activity, and educating them of high moral qualities.

On October 29, 2015, Russian President Vladimir Putin signed the Decree on the creation of the all-Russian public state children and youth organization "Russian movement of school children". This decree states that the purpose of establishing the new organization is to improve the state policy in the field of education of the younger generation and to promote the formation of a personality based on the system of values inherent in the Russian society.

Every year in his Message to the Federal Assembly the head of state notes the need to develop children's potential, reveal their talent and teach them to work in a team. According to the President of Russia, this policy should be implemented at all levels of government: Federal, Regional, Municipal and Local, i.e. at the level of an educational organization.

The development of the institution of children's self-government is connected with the educational policy of the state and has a historical heritage in Russia, which we have analyzed with the legal and axiological component of this process starting from the pre-revolutionary period.

2. LITERATURE REVIEW

The institution of children's self-management in Russia has historical roots and is axiologically linked to the ideology of the state. The origins of the development of children's self-government in Russia are found in the XVIII century. M. V. Lomonosov can be considered the founder of children's self-management in Russia, he was the first to lay the elements of self-organization of students in the document "Regulations of Moscow high schools" created by him in 1755 [1].

The document itself is interesting because it outlines not only the procedure for admission to the gymnasium, but the content and procedure of training and evaluation, as well as the system of incentives and penalties for results and behaviors in the educational process. Special importance in the regulations was given to the order of classes in the gymnasium, which the students had to maintain themselves. The emphasis of the regulations was on independence and creative freedom in studying of high school students, but it was combined with strict administration of this process by the teacher and the administration of the gymnasium.

Before the revolution of 1917 legal and pedagogical ideas in the sphere of organizing the institution of children's self-management and its influence on the individual were expressed by outstanding statesmen and scientists of Russia, who left their mark on the Russian pedagogical thoughts: N. A. Dobrolyubov, N. I. Pirogov, K. D. Ushinsky, N. G. Chernyshevsky.

At that time, N. A. Dobrolyubov pointed out the need to educate an active public person who was independently aware of his own diverse needs and activities. In the center of education he placed the care of the child's personality, his versatile development, which required the organization of activities and the legal support [2].

Great Russian scientist N. I. Pirogov insisted on liberal, collegial principles of educational institution management, believing that universal education should be coordinated with the idea of national education. N. I. Pirogov, a doctor and humanist, saw the organization of children's independence built on a system of values that did not destroy the individual, but strengthen his integrity and developed creativity [3].

Historical and legal analysis of the scientist have showed that it is the combination and coordination of students' education with the idea of national education yields positive results in the formation and development of civil society, historically it was proven by the Soviet system of education, on the principles of which a modern school system in England were built.

A reformer and founder of scientific pedagogy in Russia, K. D. Ushinsky, he was a lawyer, believed that pedagogical success is possible only with such an education that master its rules on the basis of public opinion and develop on the basis of it. In turn, the education should bring to life new generations, quite ready for the struggle that awaits them in the process of life [4]. We agree with the statement of this brilliant teacher. It is at school that the new generation should be trained to

overcome obstacles in life on the basis of the practice of self-organization and self-management received in childhood.

The revolutionary N. G. Chernyshevsky revealed a dialectical relationship between the political regime, material wealth and education. He believed that one of the most important properties of a person was activity, and important sources of activity were the needs for it and awareness of their values. Based on this, he saw the need to educate students with a variety of cognitive, mental, aesthetic, labor and other needs [5].

Thus, according to N. G. Chernyshevsky, the development of needs based on the assessment of their values and usefulness is the most important condition for the formation of personality which can be actively promoted by children's self-government.

We define this period in the development of children's self-management in Russia as pre-revolutionary, which is based on the idea of realizing the child's right to development, taking into account the ideas of national education, as well as in dialectical connection with the political regime, material security and education received. We define the organization of the institution of children's self-management as a regulatory and administrative organization that has a clear description of the rules of behavior in the learning process and numerous procedures for interaction between high school students and teachers.

3. METHODOLOGY OF THE RESEARCH

The study of the development of the institution of children's self-management in Russia took place within the framework of writing a master's thesis on a similar topic.

The historical and legal approach allowed us to analyze scientific sources and normative legal acts in historical sequence.

Analysis of heritage of outstanding ideologists and organizers of the institution of children's self-management in Russia made it possible to find out the main periods of development of the institution of children's self-management: the pre-revolutionary, the Soviet (divided into the early and late stages) and the former Soviet Union, and to determine the form of organization of the institution of children's self-government: administrative, structural and ideological, institutional and professionally-organized ones.

The axiological approach has allowed us to analyze the value component in different periods and stages of the development of the institution of children's self-management in Russia. The value component was based on the political idea of the state, without affecting the rights and freedoms of a child to self-organization, despite the universal coverage in the late stage of the Soviet period.

The method of interviewing former pioneers has allowed us to determine the attitude to the organization of the pioneer movement and the values of the system of education, which has a more positive attitude with

correction for critical comments that coincide with theoretical sources.

The method of analysis has allowed us to study articles written by foreign authors concerning the ideology of childhood and political settings. We were surprised a little by the Indonesian research and researches from other countries in that area. According to the authors, one of the most famous Russian animated series "Masha and the Bear" is a bridge for delivering information and ideology to the people mass, both inside and outside the country. This series runs in more than 100 countries.

Russian nationalism as an ideology is spread through the visual signs contained in the animated series "Masha and the Bear" to children's audiences all over the world [6]. We have come to the conclusion that Russian values always concern our ideological opponents, and especially in the sphere of developing the institution of children's self-government as a mechanism for developing value orientations in the future generation [7–9].

4. RESULTS

The further development of the institution of children's self-government was conditioned by a change in the ideology of the state and a change in values in the educational system based on the principles and norms of socialism. Historical and legal analysis of the Soviet documents and pedagogical ideas of the children's self-government institution development has shown that this development has two phases, the early and the late ones, due to successive change of forms of the children's self-management organization: structural-ideological, institutional, professional-organized.

After the Great October Socialist Revolution in Russia, representatives of the new state educational policy, including P. P. Blonsky, K. N. Wentzel, P. F. Kapterev, V. N. Soroka-Rosinsky, and A. S. Makarenko, made a significant contribution to the development of the theory and practice of student's self-government.

We identify and analyze the activities of these representatives at the early stage of the Soviet period of the children's self-management institution development. Being outstanding teachers, as well as bearers of the new socialist ideology, they justified, first of all, the constructive and ideological form of development of the institution of children's self-government in a country with a new ideological paradigm.

Let us consider the main postulates of the theoretical justification of the organization of children's self-management at this stage of development. For example, P. P. Blonsky, one of the founders of Soviet Pedology, believed that students' self-management is a means for the development of students based on an inner conviction of the need to participate in the collective organization of children's self-government [10].

At the same time, K. N. Wentzel pointed out the need to take into accounts the interests and inclinations of pupils, giving them the right and freedom to choose forms of children's self-management [11].

The purpose of children's self-government, according to P. F. Kapterev, was the development of moral qualities of the individual, the formation of citizenship, education of collectivism in students. A necessary condition for the successful work of children's self-government bodies, as he considered, was the implementation of the principle of voluntariness in the distribution of public assignments [12].

Attention is drawn to the axiological orientation of the beliefs of the quoted politicians and teachers of that time. We do not find signs of violation of freedom and infringement of chosen forms of children's self-government.

The merit of V. N. Soroka-Rosinsky in the development of issues of self-government in the team is the theoretical justification of the principle of volunteerism in the association of children, as well as the need to establish stages in the organization of the educational team and highlight the special role of children's self-management at each stage of the development of the children's team [13]. In our work, we could not ignore the study of the pedagogical and legal practice of organizing children's self-government made by outstanding scientist A. S. Makarenko.

An especially interesting sphere for us is A. S. Makarenko's experience in labor education of children, which contributed from school not only to instill skills for work, but also to self-organize children in difficult conditions of the country at that time, his experience is recognized by UNESCO as a new way of pedagogical thinking in the twentieth century in the organization of educational and labor activities of children [14].

So, the constructive and ideological form of organization of children's self-government included the following main statements:

- student's self-management is a means for developing children's collectivism;
- the organization of student's self-government should be based on taking into account the interests and inclinations of students, giving them the right and freedom to express their interests;
- it is necessary to implement the principle of volunteerism in bringing children together for joint activities, including work.

Let us turn to the organizational and legal form of development of children's self-government in Russia. At this stage of development, the state focused on the adoption of the necessary normative legal acts to regulate this type of public activity, so new state and local government bodies were created and documents were adopted that formed the legal basis for the institution of children's self-government.

In June 1917 the National Committee for public education was established. It was divided into sections that included 70 representatives from the Russian Ministry of Public Education, progressive teachers' organizations and democratic organizations. In October 1917, documents of the democratic nature were developed, one of which was the adoption of a resolution on the transfer of the head of higher primary schools to local governments in order to

implement the reform of education quickly at the local level and to provide personnel for the education system [15].

One of the most important democratic steps in the management of the school at that time can be considered the admission of representatives of high school students to the school teaching councils, who had the right to an advisory vote, but in practice these resolutions and provisions were never implemented. In the work by N. K. Krupskaya (1925) "School self-government" contains an analysis of school self-management in 1905 and 1917, where it was noted that during that period, school organizations were a mixture of school organizations of this bourgeois-democratic type [16].

In December 1923 the Council of People's Commissars approved the Charter of the unified labor school, which introduced children's self-government in schools at the first and second stages of education, starting with its most elementary forms with gradual development into a well-formed organization [17].

Since the beginning of the 20s, the influence of the Pioneer and Komsomol organizations in schools had significantly increased. In 1920 the resolution of the third all-Russian Congress of the Russian Komsomol Youth Union stated that the work of the Youth Union among children should also be expressed in the organization of children's self-government. The Komsomol members had to direct this work and help in organizing and operating studios, unions, commissions, clubs, etc [18].

Thus, on a legal basis the political and organizational idea of developing the institution of children's self-government in the form of a pioneer organization, that at first existed outside school and then it led to a conflict with the school, was fixed.

Even in 1924 this situation was reflected in the Resolution of the Organizational Bureau of the Central Committee of the RCP (b) in the section "Pioneers and school" [19]. The document in question critically examined the existing disadvantage of the pioneer movement, which was that it was not connected with the school. Very often, pioneer detachments, without coordinating their work with the school schedule, disorganized schoolwork, taking children away from lessons and reducing discipline. The Resolution of the Organizational Bureau of the Central Committee of the RCP (b) indicated that there was no link between the programs of pioneer work and the school educational programs.

Further, some leaders of the pioneer movement began to raise the issue of the need to reorganize the school through the pioneer movement, which, of course, was wrong. The document noted that the pioneer movement could play a major and positive role in the reconstruction of schools, in protecting the child's personality and healthy development.

The next normative legal act is the Resolution of the XIV Congress of the CPSU (b) in December 1925 which also noted difficulties in the field of interaction of the pioneer movement and the school. The lack of connection between the pioneer movement and schoolwork, as a result of which there was a dualism of influences in the children's

environment, sometimes contradicting each other, and excessive fatigue resulting from overload, weakened the child's body [20].

Therefore, it was necessary to take measures to bring in line with the requirements of the educational process and the activity of students in the new pioneer organization. The organizing role was to be played by the school departments of the Komsomol and teachers who were members of the Party. Thus, the subjects of state and political influence on the further development of the organizational and legal form of children's self-government were identified.

Due to an active work in that direction, the results appeared very soon. In 1927 the pioneer departments were already included as structural elements in school self-government schemes, forming the basis for the internal class division of students.

Pioneer organizations in schools took an active part in the whole life of the school, engaged in social work and improving student performance on the basis of mutual assistance. By June 1928 there were over two million children in the pioneer organizations.

Thus, it can be noted that the increasing role of the pioneer organization in school as a source of social activity and self-activity of students did not occur due to an increase in the functions of school management and at the same time became an active social subject of interaction.

Since the 30s of the XX century, self-government in educational organizations was represented mainly through the activities of children's and youth organizations: the Pioneer and Komsomol. In some collectives, self-management in these social institutions could reach a very high level.

For example, the phenomenon of communal collectives arisen in the 60s of the last century, in which the All-Unions Pioneer Organization named after V. I. Lenin acted as a form of development of the pioneer movement, being at the same time an integral part, one of the elements of the system of Communist education of the younger generations of the country [21], is widely known.

The Komsomol became the direct head of the children's organization and worked in close cooperation with educational management structures, as well as trade unions, creative and other public organizations. The initiatives and work of the Young Communist League supported the establishment of the system aimed at achieving the objectives of the education pioneers with the dedication of the Communist party, loyalty, combat and labor traditions of the Soviet people, love of the country, and intolerance for the enemy, readiness to defend the Fatherland.

Parts of that system of education were developed together with scientific divisions of the Academy of Pedagogical Sciences, scientists of higher educational institutions. These include the development of the content, forms and methods of activity of pioneer squads and departments, embodied in programs and actions dedicated to a specific stage in the life of the society and the state.

The Soviet Union as a state created an effective system of public administration in the development of the children's

institution of self-government in that period of socio-economic development of the country.

Organizational and content-activity elements of the developed system of education supported and provided various forms of public administration in the area. These included:

- special departments and faculties in higher educational institutions, departments in pedagogical schools;
- Palaces of Pioneers and Schoolchildren in districts, regions, territories and republics;
- pioneer cabinets in schools;
- staff in the form of counselors and methodologists;
- mass media: the department of pioneer literature in the publishing house “Molodaya Gvardia”, the newspaper “Pionerskaya Pravda”, the magazine “Vozhatiy”, the literary magazine “Pioneer”;
- film studio “Children's films”, children’s section in the creative unions of composers, writers, poets, artists;
- special children’s all-Union camps for children’s activism: “Artek”, “Orlyonok”, “Ocean”, “Zercalniy” in Russia, “Zubrenok” in Belarus, “Molodaya Gvardia” in Ukraine;
- signs of recognition established by the Komsomol for adults involved in the pioneer organization: “To the Best Counselor”, “For active work with pioneers”, the sign of A. Gaidar. There were also awards in the Komsomol: “For active work in the Komsomol”, the Badge of Honor of the Komsomol;
- there was a Book of Honor for children and adults who were particularly distinguished in their activities. The name of the team, squad, and leader was entered on its pages.

We proceed to consider the next form of development of the institution of children’s self – government professionally organized.

In 1982, for its 60th anniversary, the pioneer organization united more than 20 million schoolchildren aged from 10 to 15, representing all nationalities of the Union of Soviet Socialist Republics [22].

Thus, at the state level, a powerful stimulating and motivating system had been developed for the constructing of the institution of children’s self-government of all its subjects in the process.

At the same time, it was noted that in the process of functioning of this system, many problems arose in practice, which were discussed at open and closed seminars and conferences, pedagogical readings, the Komsomol plenums and in the media. The most obvious problems were the following: the inclusiveness of children and the need for leadership and organizers of pioneer affairs for a multi-million children’s amateur organization. Full coverage of adolescent children by membership in the pioneer organization led to the fact that many of them could not express themselves in an active position.

Several well-known scientists, such as L. I. Bozhovich and T. E. Konnikova, noted that enough material had been

collected to show that there were many teenagers in schools and squads who had never had responsible assignments during their years in the pioneer organization [23].

In one of the works of a well-known specialist K. D. Radina the results of a survey in which 1200 pioneers were interviewed are given. The results showed that in collective cases, only 4 % of the respondents performed the role of the organizers of the case or some part of it, and another 12% were performers of specific tasks, while 50% of the children acted as spectators, listeners, and 30% as ordinary participants [24].

The second problem is the need for professional counselors in the squad for a multi-million children’s amateur organization, which numbered in the hundreds of thousands.

According to the regulations approved by the Bureau Of the Central Committee of the Komsomol, “On the senior and detachment pioneer leader”, the group leader could be: a Komsomol student, a Komsomol member or a Communist production worker, a student, a soldier of the Soviet Army and Navy, a representative of the creative and scientific people, who has a vocation to work with children and has organizational skills [25].

The Komsomol Committee carried out the search of such people. In practice, for the most part, this was most often done by senior pioneer school counselors. They were helped by class teachers who were interested in a good organizer for the pioneers studying in their class. In fact, the group counselors almost always and everywhere turned out to be high school students. As for the actual management and organization of pioneer affairs, this function was almost always assumed by class teachers and they performed the work with great enthusiasm and creativity.

Nevertheless, the situation was very accurately described by L. I. Bozhovich and T. E. Konnikova, who noted that looking back at the history of the pioneer movement there was always a struggle between two trends. On the one hand, it was a natural desire to strengthen the fighting political spirit of the pioneer organization; on the other hand, there was the desire to find an age-appropriate approach to its work. At the same time, the solution of one of the tasks always came into conflict with the other one. As we can see from the statement, the critical attitude to the mass character of the pioneer organization was repeatedly emphasized by scientific research of that time and publicly voiced.

In the provision “About the senior and group pioneer leader” the position of the senior leader was clearly formulated as the leader, educator and organizer of young pioneers. Other documents stated that the counselors were the Komsomol members. At the same time, the counselor’s profession intersected with that of a teacher. This can be seen in documents and manuals of those years. Moreover, the professional program for the senior pioneer leader was developed.

According to it the main subject of the leader’s work was children and teenagers of 7-15 years, as well as the collectives they were united in: octobrist groups, pioneer

units, detachments, squads. The result of work of the senior counselors was the education level of pioneer squads, determined by the level of ideological, moral, aesthetic and physical development, social activity, initiative and creativity, which would allow considering them ready to join the ranks of the Komsomol [26–28].

In these formulations, it is clear that the specifics of the senior counselor's own subject of work were not highlighted. The only thing that can be attributed to the specifics of the work of the senior counselor was the preparation of the shift and reserves of the Komsomol, but that part of the subject was lost in the pedagogical activity of the latter [28].

During the interview process, many respondents noted that the pioneer organization contributed to the education of extraordinary personalities. Education was based on love for the state and patriotism, developed mutual assistance and support, respect for the elder generation, which is especially relevant at the present time. The Gaidar movement in which children selflessly helped the elderly on a gratuitous basis was specially developed.

In the future, the leaders of pioneer organizations grew up to be leaders of various organizations and labor collectives. The pioneer organization was the initial stage of forming a personnel reserve for the party and state structures, that is, the leadership of the individual was determined, maintained and developed starting with the pioneer organization.

Analyzing the post-Soviet period of the institution of children's self-government development and its new forms: the all-Russian public youth organization "Russian Movement of Students", the volunteering, the creation of non-profit organizations in different spheres, we come to the conclusion that currently there is no systematic approach to face this issue at the state level and it is not included in the national goals of strategic development.

Currently, the research is being conducted in Russia on children's social movements and organizations within the framework of the formation of a multicultural environment as a condition for the adaptation of a teenager in a children's public organization [29].

In our opinion, the debatable questions are whether multiculturalism will be used as an ideology of children's education and whether it will depend on the content of traditions that are given to the new generation in the form of values.

Russia has a recently sad experience in inculcating alien ideologies to the children of our country through the education system. We mean the fact that once History and Sciences textbooks, as well as other educational materials were printed at the expense of the Soros Foundation, but this is the subject of another study, deeper and more complex.

5. CONCLUSION

The idea of children's self-management was not new for the Soviet politics, pedagogical science and practice.

However, the implementation of this idea was limited to the ideological framework: dedication to the cause of communism, conscientious work, collectivism, awareness of public duty, education of a citizen and patriot of the country. We cannot sharply criticize the education system of that time for ethical and personal reasons. Let us explain our position with the following conclusions.

Firstly, in that system of axiological dimensions, the child was really valuable to the state.

Secondly, many sciences investigated the child's development and worldview formation of the new generation on an interdisciplinary basis for the purpose of indoctrination, education and training of physically and mentally healthy person, preserving the national traditions and human values.

Thirdly, at the state level there was a clear understanding of the importance of implementing the policy in the field of education as the most conservative social institution, so education management bodies were created at the level of local self-government as a territorial community.

Finally, pedagogical activity includes an organizational aspect, as well as organizational aspect includes pedagogical one, but these are different types of activities. Without the organizers of extracurricular activities, the institution of children's self-government cannot exist independently. Therefore, in the post-Soviet period in the early 1990s, teachers began to be engaged only in teaching activities, and the self-organization of children and the pioneer organization, which did not have their own organizers, disappeared from school, along with all the numerous forms and attributes of public administration in this area.

The established and functioning system of development of the children's self-government institution in the form of the pioneer organization in the Soviet period certainly had advantages. In its essence, it was a single value-normative field, which assumed the immersion of each member of the organization in it. A clear idea was formed that the pioneer organization was an educational institution, an institution of the Communist education. The pioneer organization was an integral part of the country's political structure.

Turning to the present day and reflecting on the past, we must say that the most organized and effective form of implementation of the institution of children's self-management in Russia was the organizational and professional form, when everywhere in educational institutions, the system of pioneer counselors, together with class teachers, carried out the educational process according to agreed plans, even though half of the students acted as spectators and ordinary participants. This fact did not have much impact on changing the value system of the political system of that era.

We can state that nowadays the most important thing is that there is an understanding of the educational policy pursued by the state at the present stage of its development.

REFERENCES

- [1] M.V. Lomonosov, Draft regulations of Moscow gymnasiums, 1755 January 12-April 26. Complete works. Academy of Sciences, USSR, 1950-1983. Vol. 9: Official documents: 1742-1765, Publishing house of the USSR Academy of Sciences, Moscow, 1955, pp. 443-461.
- [2] N.A. Dobrolyubov, Selected pedagogical works, Pedagogika, Moscow, 1986, 350 p. Retrieved from: http://publ.lib.ru/ARCHIVES/D/DOBROLYUBOV_Nikolay_Aleksandrovich/_Dobrolyubov_N.A.html
- [3] N.I. Pirogov, Selected pedagogical works, Pedagogika, Moscow, 1985, 493 p.
- [4] K.D. Ushinsky, Selected pedagogical works: in 2 volumes, vol. 2: Problems of the Russian school, Pedagogy, Moscow, 1974, pp. 439.
- [5] N.G. Chernyshevsky, Selected pedagogical works, Pedagogika, Moscow, 1983, 336 p.
- [6] R. Barthes, Elements of Semiology, Linguistics (Hill and Wang, New York) 1964 (1968) 1–17.
- [7] K. Chandra, M. Budiana, H. Kaprisma, Masha and the bear: the spreading of Russian nationalism as an ideology, in: 1st International Conference on Social Sciences and Interdisciplinary Studies (ICSSIS 2018) pp. 85-91. DOI: <https://doi.org/10.2991/icssis-18.2019.17>.
- [8] K. Rousselet, The Challenges of Religious Pluralism in PostSoviet Russia, Int. J. Multicult. Soc. 2(2) (2000) 55–75.
- [9] M. Anne, A.M. Platoff, The ‘Forward Russia’ Flag: Examining the Changing Use of the Bear as a Symbol of Russia, Ravem 19 (2012) 99–126.
- [10] P.P. Blonsky, Selected pedagogical works of the Academy of Pedagogical Sciences of the RSFSR. In-t theory and history of pedagogy, Publishing house of the Academy of Pedagogical Sciences of the RSFSR, Moscow, 1961, 696 p.
- [11] K.N. Wentzel, On the question of moral self-education, in: K.N. Wentzel, Pedagogy of creative personality, Moscow, 1912, pp. 539-565.
- [12] P.F. Kapterev, Selected pedagogical works, Pedagogika, Moscow, 1982, 703 p.
- [13] V.N. Soroka-Rosinsky, Pedagogical works, Pedagogika, Moscow, 1991, 239 p.
- [14] A. Makarenko, Pedagogical poem, retrieved from: <http://www.makarenko.edu.ru/biblio.htm>
- [15] R.P. Budakov, Regulations on the transfer to local governments of the head of higher primary schools, Adopted in session on July 30, 1917, retrieved from: <http://biblio.narod.ru/gyrnal/publicat/komitet-18.htm>
- [16] N.K. Krupskaya, School self-government, On the way to a new school 4 (1925) 16-25.
- [17] Charter of the unified labor school, Education and transport 11-12 (1923) 37-39.
- [18] The Third all-Russian Congress of the RKSM, October 2-10, 1920, Stenograph, report. Moscow, 1926, 202 p.
- [19] D.U. Listopadov, The pioneer movement in 1922-1929: on the materials of the provinces of the Verkhnyaya Volga region, Ivanovo, 2014, 222 p.
- [20] The Communist party of the Soviet Union in resolutions and decisions of congresses, conferences and plenums of the Central Committee (1898-1986), Institute of Marxism-Leninism under the Central Committee of the CPSU, 9th ed., ISPR; Politizdat, Moscow, 1983-1990. Vol. 3: 1922-1925; Reference volume: 3rd ed., add. 1990, 223 p.
- [21] V.V. Lebedinsky (Ed.), Theory and methodology of pioneer and Komsomol work in school, Prosveshchenie, Moscow, 1982, 431 p.
- [22] L.I. Bozhovich, T.E. Konnikova, Age approach in the work of the pioneer organization, Prosveshchenie, Moscow, 1969, 96 p.
- [23] K.D. Radina, Education of social activity of pioneers, Znanie, Moscow, 1979, 48 p.
- [24] Regulations on the senior and squad leader of the all-Union pioneer organization named after V.I. Lenin, All-Union pioneer organization named after V. I. Lenin: documents and materials, Molodaya Gvardiya, Moscow, 1974, pp. 159-162.
- [25] P. Urazmetova, The pioneer should know this, Za urozhay paper, April 24, 1959, p. 2.
- [26] On further improvement of the activities of the Komsomol on the leadership of the all-Union pioneer organization named after V.I. Lenin, Molodaya Gvardiya, Moscow, 1967, pp. 32-76.
- [27] Model of the counselor profession, Vozhatiy paper, No. 8, 1985.

[28] S.M. Mitsengendler, K.A. Morev, *Pioneering time and motion*, Kostroma, 1966, 60 p.

[29] A. Martynova, L. Ibragimova, E. Bauer, *Adaptation of a Teenagers' Personality in the*

Multicultural Environment of a Children's Social Organization, *Advances in Social Science, Education and Humanities Research* 386 (2020) 151-158. DOI <https://doi.org/10.2991/assehr.k.191221.192>.