

THE PEDAGOGICAL LEGACY OF ANTON MAKARENKO: A SOVIET APPROACH TO EDUCATION AND CHARACTER FORMATION

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Annotation. This article explores the pedagogical contributions of Anton Makarenko, a prominent Soviet educator who emphasized collective upbringing, labor-based education, and moral character formation. In the wake of the Russian Revolution, Makarenko developed an educational model aimed at transforming neglected and delinquent children into responsible and productive citizens. His methods, rooted in discipline and respect, included principles such as collective responsibility, productive labor, and future-oriented goals. The article examines the core principles of his pedagogy, its practical application in educational communes, and its relevance to modern educational psychology. It concludes by suggesting ways in which Makarenko's legacy can inform current practices in character-based and values-driven education.

Keywords: Makarenko, Soviet education, character development, collective pedagogy, moral upbringing, labor-based learning, discipline, educational innovation

Annotatsiya. Ushbu maqolada sovet pedagogi Anton Makarenkoning ta'lim sohasidagi hissasi o'rganiladi. U bolalarni jamoa orqali tarbiyalash, mehnatga asoslangan ta'lim va axloqiy fazilatlarni shakllantirish g'oyalarini ilgari surgan. Rossiya inqilobidan keyingi davrda Makarenko e'tiborsiz qolgan va jinoyatga moyil bolalarni mas'uliyatli, mehnatkash fuqarolarga aylantirishga yo'naltirilgan ta'lim tizimini ishlab chiqqan. Uning yondashuvi intizom va hurmatga asoslangan bo'lib, jamoaviy mas'uliyat, foydali mehnat va istiqbolga yo'naltirilgan maqsadlar kabi tamoyillarni o'z ichiga oladi. Maqolada uning pedagogik tamoyillari, ular amalda qanday qo'llanilgani va bugungi zamonaviy ta'lim bilan qanday bog'liq ekani tahlil qilinadi. Xulosa qismida Makarenko merosini zamonaviy ta'limda qanday qo'llash mumkinligi haqida takliflar beriladi.

Kalit so'zlar: Makarenko, sovet ta'limi, xarakter tarbiyasi, jamoaviy pedagogika, axloqiy tarbiya, mehnatga asoslangan o'qitish, intizom, ta'limdagi innovatsiyalar

Introduction

The Soviet Union's early decades were marked by social upheaval and a pressing need to educate and rehabilitate large numbers of orphaned or delinquent children. Within this context, Anton Semenovich Makarenko (1888–1939) emerged as a pioneering figure in Soviet pedagogy. He developed a comprehensive educational system aimed at moral and social transformation. Makarenko's ideas, while Soviet in origin, reflected a deep belief in the potential

of every child, regardless of background, to become a responsible adult (Makarenko, 1951). His approach combined discipline with care, emphasizing the collective, productive labor, and moral values.

Biographical Context and Turning Point

Makarenko was born in Ukraine to a modest family and demonstrated academic brilliance from a young age. A turning point in his career occurred after a tragic incident involving a student with tuberculosis, which made him realize that teaching was about the soul and moral growth of the child—not just grades (Soloveychik, 1981). This marked the beginning of his lifelong commitment to meaningful, empathetic education.

Core Principles and Methods

Makarenko's pedagogy revolved around the power of the collective. At the Gorky Colony and Dzerzhinsky Commune, he worked with neglected children and helped them grow into productive citizens. His approach was based on several principles:

1. Collective Responsibility – Development through group accountability and support.
2. Productive Labor – Integrating physical work into education for discipline and purpose.
3. Respect and High Expectations – Balancing dignity with high standards (Mazurov, 2013).
4. Perspective Lines – Helping students see future goals through small achievements.
5. Limited Punishment – Avoiding harsh discipline in favor of trust and fair consequences.

Analysis and Impact

Makarenko's schools were not idealistic utopias but practical laboratories of transformation. Many of his students became pilots, teachers, and engineers. Modern educational theory aligns with many of his ideas, including peer influence and structured empathy (Kolesnikova & Dubinina, 2003). His model prefigures project-based and character education approaches.

Challenges and Controversies

Despite his success, Makarenko faced criticism for being too authoritarian and overly focused on labor. His work was sometimes politically overshadowed. However, his writings, especially *The Pedagogical Poem*, offer deep insights into the emotional and moral dimensions of teaching (Makarenko, 1951).

Conclusions and Suggestions

Makarenko's legacy highlights education as a moral mission. He showed that with dignity, purpose, and responsibility, even troubled youth can thrive. Modern educators can learn from his methods by emphasizing character formation alongside academics. Further research should explore integrating his philosophy with modern pedagogies such as trauma-informed and cooperative learning (Sukhomlinsky, 1977).

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