

# Social Education of Children with Developmental Disabilities in Yenisei Siberia During the Formation of the Soviet State: Practical Experience

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**Abstract---** *The article presents the results of the analysis of historical and pedagogical literature and archival materials. A review of documents and materials related to the organization of social education of children with developmental disabilities in the 20-30s of the 20<sup>th</sup> century was performed. It is proved that in the Russian science of the 20s of the 20<sup>th</sup> century there was no unambiguous definition for designating children with developmental disabilities as a special category; special attention was paid to the foundation of social education institutions for “physically defective and mentally retarded” children in the 20-s-30-s of the 20<sup>th</sup> century not only in the central part of the country, but also in the regions. The problems of the practice of organizing social education of children with developmental disabilities (physically defective and mentally retarded) in Yenisei Siberia in 20-s-30-s of the 20<sup>th</sup> century is considered. It was shown that social education institutions for this category of children included boarding schools for deaf-mute children and schools for physically defective children; in general, the development of the practice of social education in institutions for “defective” children in Yenisei Siberia followed the methods of improving the methods of teaching communication, mastering general labor and primary professional skills, which confirmed the optimistic position of the state on the inclusion of every child in public life. It has been proved that the process of social education in Yenisei Siberia in the 1920-s-1930-s was characterized by specific to the Siberian region trends of development (the late development of the social education system, lack of special (correctional) educational institutions in the region, insufficient development of early diagnosis services, and the lack of qualified personnel, etc.). It is proved that the appeal to the historical experience of the development of a special school is directly related to the ideas of inclusive education and will allow to enrich modern ideas on the processes of social-pedagogical support and management of this category of children.*

**Keywords---** *Children with Developmental Disabilities, Physically Defective Children, Practice of Social Education, Institutions of Social Education, Soviet Pedagogy, Yenisei Siberia, 1920-s-30-s.*

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## I. INTRODUCTION

The interest to the problem of education and upbringing children with developmental disabilities, with special needs and health opportunities is due to the state social and educational policy regarding these categories of children. This is evidenced by the state documents (“Convention on the Rights of Persons with Disabilities” (2006),

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the State Program “Accessible Environment” for 2011-2015, Federal Law No. 273-Φ3 (as amended on July 21, 2014) “On Education in the Russian Federation”, Federal Law of N 181-FZ (as amended on 07/21/2014) “On Social Protection of Persons with Disabilities in the Russian Federation”, Decree of the Government of the Russian Federation of 04.15.2014 N 295 “On approval of the state program of the Russian Federation“ Development of Education for 2013 - 2020”, and others) aimed at improving the quality of education of children with disabilities. Improving the educational practice of special education is impossible without considering the historical and pedagogical experience of psychological and pedagogical support of children with disabilities, including regional one.

The relevance of the study is due to the fact that the current stage of development of Russian special pedagogy in terms of the scale of modernization processes is in many respects similar to such a stage in the 1920-s-30-s. At the turn of the century, under conditions of social-historical changes, the process of developing new conceptual approaches and experimental educational practices, the search for new effective models of upbringing, and active experimentation took place. An appeal to the historical experience of the development of a special school is also relevant because in modern conditions the requirements for the organization of the educational process are directly related to the ideas of inclusive education. Analysis of documents and materials related to the organization of the practice of social education of children with developmental disabilities in the 20-s-30-s of the 20<sup>th</sup> century will enrich modern ideas on the processes of social-pedagogical support and management of this category of children.

The works of A. A. Mikhashina, O. V. Lebedeva, L. I. Starovoitova and others are devoted to the development of the basics of special education and the network of special schools in Russia during the 1920s and 30s. The problem of studying special education in the 1920-s and 30-s in different regions of our country was considered by K.E. Glazunova (Amur Region, 1997), O.B. Grigorieva (Transbaikalia, 2004), E.V. Kurbanova (Stavropolie, 2002), I.A. Yudina (Yakutia, 2001), etc. Over the past decade, the problems of teaching and upbringing of “defective” children during the formation of the Soviet state (1920-s–30-s) were discussed in the studies by M. Golmarini, L. N. Kalinnikova-Magnuson, M. Magnuson, T. N. Matyusheva, A.V. Nikiforova, T.N. Smirnova and others. The archival materials used by the authors in their studies, put into scientific circulation, will complement the overall picture of the activity of social education institutions for children with developmental disabilities in the Siberian region and the country as a whole.

## **II. MATERIALS AND METHODS**

The article shows the organize of the social education of children with developmental disabilities in Pre-Yenisei Siberia in the 20-s-30-. of the 20<sup>th</sup> century in Russia. The geographical scope of the study is limited to the territory of the former Yenisei province. The administrative-territorial boundaries in the 1920-s were not clearly defined, therefore, the territory of the Yenisei province along the eastern coast of the Yenisei River, which was defined in this period as the Pre-Yenisei Territory or the Pre-Yenisei Siberia was chosen. In 1934, the territorial-administrative unit was introduced - the Krasnoyarsk Territory.

The chronological framework of the study covers the period from the 20-s of the 20<sup>th</sup> century to 1934, which is explained by the beginning of the formation in 1920 of a new system of social education in Pre-Yenisei Siberia. This

article will describe the activities of social education institutions (Sostvos) for children with disabilities in the development of in Pre-Yenisei Siberia in the period 1926-1934.

To solve this problem, a set of historical and pedagogical methods was used: a comparative historical analysis of historical and pedagogical sources, a chronological, historical and retrospective analysis, synthesis of historical and pedagogical data obtained in the study of primary sources.

The source base of the study is represented by periodicals of the 20-s-30-s of the 20<sup>th</sup> century, regulatory documents of the studied period, and modern researches.

The methodological basis of the study is modern philosophy and methodology of historical science. In the framework of the study, epistemological principles are of particular importance: the relationship of theory and practice in the process of scientific knowledge, the principle of consistency, involving the consideration of historical and pedagogical phenomena in terms of their integral characteristics; principles of scientific and pedagogical research: a concrete historical study of social and pedagogical phenomena in the whole diversity of their connections, dependencies and mediation; dialectical unity of the general and the special in historical phenomena.

### **III. RESULTS AND DISCUSSION**

Social education on the territory of the RSFSR in the post-revolutionary period had specific regional features. Historical and pedagogical problems of the development of social education of children with developmental disabilities in Siberia in the first third of the 20<sup>th</sup> century is of special interest. There is a number of studies highlighting the problems of the development of the social education system in the Pre-Yenisei Siberia. Certain aspects of the formation of the educational system in Siberia in pre-revolutionary and post-revolutionary periods are disclosed in the works by A.P. Belikova, I.N. Belykh, V.V. Bibikova, D.G. Zholudeva, E.V. Kim, T.A. Romm, S.N. Tsenyugi, N.A. Shumakova, F.F. Shamakhov, A.I. Shilov and others. An analysis of the above works shows that their studies are related to the formation and development of the educational system in Siberia, but there are not enough works devoted to the training and education of children with developmental disabilities and special education.

In the 20-s-30-s of the 20<sup>th</sup> century the problems of social development and social education of a growing person were actively discussed in psychological and pedagogical science [1, p. 48]. The purpose of social education in this period (N.K. Krupskaya, A.G. Kalashnikov, S.T. Shatsky and others) was: "the development of a physically healthy person, with the necessary knowledge and skills of the new society builder" [2, p.25]. It was achieved through the organization of work of social institutions, children's organizations for children of different ages.

The period of 1920-s-30-s is an important period in the history of social education in Russia, when the process of the formation of a new person in the social-historical environment is actively studied (P.P. Blonsky, L.S. Vygovsky, V.V. Zenkovsky, N.K. Krupskaya, A. V. Lunacharsky, A.S. Makarenko, V.N. Soroka-Rosinsky, S.T. Shatsky, etc.). Social education in this period was understood as public education, aimed at forming a new person in the conditions of a "truly democratic" school, which trains people "who can build a social life" [3, p.25].

The so-called “defective children” made up a special category of children. This category included children with physical, mental and moral defects. If before the revolution it was a question of looking after and caring for this category of children, after the revolution active development of theoretical foundations and experimenting with the aim of determining ways of development and social education of these children was carried out [4, p.157].

The practice of developing a special school in our country has its own history. The pre-revolutionary Russian experience of working with children with developmental disabilities was developed in the post-revolutionary period. The problem of studying the physically defective and the mentally retarded was dealt with by S.M. Birger, L.S. Vygotsky, A.N. Graborov, E.V. Gerier, A.S. Griboedov, P.Ya. Efremov, V.P. Kashchenko, P.P. Pochapin, G.I. Russalimo, S.S. Tizanov, N.V. Chekhov, A.S. Shafranov and others.

From the beginning of the 20<sup>th</sup> century the number of schools for children with developmental disabilities was increasing, special theories for education and training of deaf, deaf-mute, blind and mentally retarded children were being developed (M.V. Bogdanov-Berezovsky, S.S. Golovin, A.I. Dyachkov, V. P. Kashchenko, N.M. Lagovsky, K.F. Leiko, and others), the target points are changing from charity and care to specially organized training and education. According to V.P. Kashchenko: “A defective child, as a result only of his underdevelopment, should be patronized and guarded as well, if not more than his happy comrade;... it is very important for the success of the case that the defective child should be in an institution adapted for him, where at his disposal are special methods and a special regime” [5, p. 8].

The discussion on the education and upbringing of defective children in the pre-revolutionary period also took place in the pages of the magazines “Blind man”, “Herald of guardianship of the deaf”, and others.

Immediately after the revolution, beginning from 1918, a number of publications devoted to “defective children” appeared in the pedagogical periodicals. For example, in one of the central pedagogical journals (Public Education), “the need to combat the mental and moral defects of children” was stressed [6, p.66]. It was pointed out that “for children with a weak and already shaky character with wrong directed aspirations or with mental disability, proper education is especially necessary” [ibid.]. At that time, “moral and mental defectiveness” was understood quite broadly “from the mildest cases of mental retardation, which without much difficulty can be eliminated by more careful individualization of the child’s personality to the most severe, sometimes incurable forms of defectiveness, which led to child crime” [6, p.66]. In the study period, pedagogically neglected children, juvenile delinquents, and homeless and street children were called “morally defective”. It was proposed to abandon the very expression “child crime,” thereby emphasizing the value of each child’s childhood and the state’s optimistic attitude towards the development of all children.

In 1918, in Moscow, the People's Commissariat of Health founded the Institute for a Defective Child, an experimental medical-pedagogical institution with different fields of work. The Institute structure included an experimental observation and distribution center with a boarding school and an outpatient clinic, experimental auxiliary school, experimental medical educational colony, experimental sanatorium school, and experimental hospital.

In 1920, the Pedagogical Institute of Children's Defectiveness was opened under the leadership of V.P. Kashchenko, which was subsequently (1924) transformed into the Defectology department of the Pedagogical faculty of the Second Moscow State University. Under the guidance of V.P. Kashchenko, problems of the pedagogy of exceptional childhood were developed in the institute [7, p. 195-198].

In the 1920s the formation of the system of social education began, its legal bases were developed ("The Regulation on the Organization of Public Education in the Russian Socialist Soviet Republic" (1918), "The Regulation on the Unified Labor School of the RSFSR" (1918), and "The Declaration on the Unified Labor School" (1918), Decree of the Council of People's Commissars "On the State Academic Council" (1919), Decree of the All-Russian Central Executive Committee "On the Commission at the All-Russian Central Executive Committee to Improve the Life of Children" (1921) and others) and the management system (People's Commissariat of Education (People's Commissariat for Education), Glavsotsvos, Commission on Affairs of Underaged (Komones) and others) and the training of teachers [8, p.141-142]. In his research, M.V. Boguslavsky notes: "In the process of establishing a social education system in the RSFSR, the inclusion in education and upbringing of "defective" children in the national public education system was important, and after the transition to general education, it was extended to this category of children" [9, p.325]. A separate component of the social education system (Svosvos) was institutions for "physically defective and mentally retarded" children, which included institutions for the blind, deaf, and other children who "are in greater need of social education" [2, p. 399].

Institutions for physically disabled and mentally retarded children included:

- Preschool boarding school for blind, deaf-mute and mentally retarded children (preschool education);
- A school for children and adolescents, living and coming blind, deaf-mute, mentally retarded;
- Boarding schools for the blind, deaf-mute, mentally retarded (primary education for the physically disabled and mentally retarded) [10].

The work of these institutions was regulated by the following documents: Decree of the Council of People's Commissars "On the procedure for transferring orphanage and other children's institutions from the People's Commissariat of Social Security to the People's Commissariat of Education" (1919), Resolution of the Council of People's Commissars on coordinating the functions of the People's Commissariats of Education and Health in the field of education and health protection of defective children "(1919), the Glavsotsvos Circular on the organization of 43 regional institutions for defective children" 1924), the People's Commissariat Circular "On expanding the network of institutions for physically defective and mentally retarded children and involvement in the maintenance of their public organizations "(1926), Regulations on institutions for deaf, blind and mentally retarded children and adolescents" (1927) and others [8, p.143].

In the 1930-s the theoretical basis of the Soviet defectology was determined (sign language education, typhlopedagogy, speech therapy, oligophrenopedagogy), methods for working with various categories of children (blind, deaf, mentally retarded) were developed, the experience of institutions for the education and training of such children was generalized.

In the study period, a physically defective child was understood as a child “with one or another physical disability,” and the factors of physical defectiveness were social factors, burdened heredity, and infectious diseases [2, p. 397].

A.P. Pinkevich identified the following groups of children deviating from their norm in their development: symptomatic abnormality and physical defectiveness (blindness, muteness, deafness, crippleness, etc.); mental underdevelopment and mental retardation (idiocy, imbecility, retardation, etc.); children's psychoses and neuroses (degeneracy, manic-depressive psychosis, epilepsy, etc.) [11, p. 121].

In the 1920-30s. special attention in pedagogical science paid to the development of defectology problems and the activities of special schools. A great contribution to the development of the ideas of upbringing and education of this category of children was made by L.S. Vygotsky, I.I. Danyushevsky, I.A. Sokolyansky, L.V. Zankov and others, who believed that it was possible to compensate for the defect through social education, emphasized the importance of including children with disabilities in development in social life [12, pp. 18-20].

Considering their works and the theoretical foundations of Soviet defectology in the state documents, the main tasks of special schools in 20-s-30-s of the 20<sup>th</sup> century were determined: to organically link pedagogy of defective childhood with pedagogy of normal childhood; to adjust the pupils of these institutions to socially useful labor activity, to reconstruct the entire content of the pedagogical work of these institutions in accordance with the general principles and methods of social education and to completely eliminate the features of the philanthropic-disabled state [2, p. 399].

The problems of educating “defective” children were actively discussed by the pedagogical community at congresses, courses, conferences and meetings of various levels: The First All-Russian Congress on School Sanitation, which adopted a resolution on measures to educate and train deaf and blind people (March 20-26, 1919); All-Russian Conference on Combating Child Defectiveness (September 30 - October 8, 1920); II All-Russian Congress of Social and Legal Protection of Children and Adolescents (November 26 - December 1); I All-Russian conference of school workers for the mentally retarded and physically defective children and adolescents (March 17-26, 1929), etc.

In 1920, the I All-Russian Congress of Figures to Combat Child Defectiveness, formulated the principles of developing a system of education and training for such categories of children. Since 1922, after the All-Russian Congress, special institutions for children with developmental disabilities began to be founded.

The results of the discussion of questions and activities of special schools raised at congresses and courses were published in periodicals: the journal "Questions of defectology" (1928-1931), the periodical collection "Special School" (1939-1969), and others. Journal publications emphasized that physically defective children capable of activities can no longer be considered as disabled, but are viable members of society who must receive upbringing and education.

In the 1920s in the RSFSR, the total number of institutions for physically disabled children was 26 institutions for the blind and 50 institutions for deaf-mute children and adolescents and 66 institutions for mentally retarded

children, in which more than 6,000 people studied. In the 20-s of the 20<sup>th</sup> century In Pre-Yenisei Siberia, there were two types of institutions for defective children: a school for the deaf-mute (65 people) and a school for physically defective children (50 people) [13, p. 91], which were located in the Krasnoyarsk district (Table 1).

Table 1: Axiological and organizational aspects of social education in institutions for physically-disabled children in Pre-Yenisey Siberia 20-s-30-s years of the 20<sup>th</sup> century [14,15,16, 17].

Name of the institution of social education	Aims and tasks of the institution	Content of education and training	Methods, forms and means of education and training
School for deaf-mute of Krasnoyarsk district	Social education and training of deaf-mute children	Mental, physical, moral socialization (social usefulness)  - lip reading - speaking - reading using manual alphabet - writing	- forms of verbal speech (oral, written, finger) and facial expressions – gesticulation means - facial expressions using facial expressions and gestures as a basis for the development of verbal speech and finger and writing forms - manual-alphabetic method of using fingers, speaking and writing -combined method – the use of oral, written and finger forms and facial-gesticular means
Boarding school for physically-defective children in the Krasnoyarsk district	social education and training for children with physical disabilities	- mental education (school I level) - physical education (alignment of the defect through labor) - moral education - social education (approaching social usefulness) - labor education (the basics of shoemaking)	There is no information confirmed by archival materials

The Krasnoyarsk school for the deaf-mute was organized in early 1920 and served several Siberian provinces (according to 1921, schools for the deaf-mute in Tomsk and Irkutsk were closed) and had to admit only "the best mentally developed children" [16, L.8]. The school was located in the country houses behind the monastery and occupied three buildings, the staff consisted of eight people: technical staff (laundress, cooker, janitor) and teaching staff (five teachers and educators) [14, L.43].

The school's work was carried out in two directions: training and social education of children, training of teaching staff to work with deaf-mute children [14, L.26]. If by the beginning of work of the school, there were only two teachers who were somewhat familiar with the "pedagogical work", then by the beginning of the 1924–25 school year, the school planned to have four trained teachers [18, p.66]. During this time, several teachers left the school due to various reasons.

The school for deaf-mute children had five groups: preschool (6-8 years old), the first school (8-10 years old), the second school (11 years old), the third school (12 years old), the fourth school (13-14 years old) [14, L.8]. It should be noted that "... the training was due to the natural method according to the system of the Petrograd school

for the deaf-mute..." [14, L.5 vol.]. Archival materials show that in 1923, in all three groups of the school, an educational process was organized to master the content of education before the summer holidays (Table 2).

Table 2: The content of education in the Krasnoyarsk school for the deaf-mute [14,15,16].

Group	Content of education
First school (8-10 years old)	<ol style="list-style-type: none"> <li>1) Mastering of yet unmastered sounds: г, ж, з, л, н, х, ц, ч, ш, ь, э, я, ю, and their graphical view;</li> <li>2) Mastering perception from a combination of familiar sounds with new sounds;</li> <li>3) writing, illustration of concepts and reading from the face of the known concepts;</li> <li>4) visual dictation;</li> <li>5) counting from 1 to 10 (addition and subtraction).</li> </ol>
Second school (11 years old)	<p>The Russian language:</p> <ol style="list-style-type: none"> <li>1) teaching pupils personal pronouns in the plural form;</li> <li>2) dictation by reading from the face;</li> <li>3) articulation;</li> <li>4) the formulation of new concepts expressed in nouns and verbs from phenomena and objects close to the life of students and their drawing;</li> <li>5) introduction of indirect object to the speech of pupils;</li> <li>6) description by pupils of simple pictures containing the subject, predicate, direct and indirect objects and adverbs of place and time;</li> <li>7) description of pictures by answering teacher's questions and independent answers of pupils;</li> <li>8) dictation by actions or a description of actions both of the teacher and the pupils, containing the same parts of the sentence as in the description of the pictures;</li> <li>9) stories made according to pictures composed by a teacher and a detailed explanation by pupils students.</li> </ol> <p>Count: Count up to 50. Exercises for count using all four arithmetic operations. Addition and subtraction up to 50 using counting frame. Easy tasks on all four arithmetic operations within the limits of 50.</p>
Third school (12 years),	<p>Speech development:</p> <ol style="list-style-type: none"> <li>1) teaching to understand logical speech by reading short stories and memorizing them. When reading, the formulation of unfamiliar concepts, their explanation and memorization. At the same time correction of sounds;</li> <li>2) independent use of expression turns of logical speech: composition of stories by pupils themselves and the teacher, and also the description of everything that happened at school in a day in the form of diaries;</li> <li>3) reading from the face – visual dictation of previously learnt stories, sentences;</li> <li>4) question-answer form of lessons.</li> </ol> <p>Count: Count up to 100. Exercises for count on all four arithmetic operations. Explanation of all problems necessary for the solution of the tasks. Visual study of weight and length.</p> <p>Needlework:</p> <ol style="list-style-type: none"> <li>1) sewing of underwear for boys (shirts, trousers);</li> <li>2) knitting gloves, kerchiefs;</li> <li>3) repair of all linen.</li> </ol> <p>Shoemaker craft:</p> <ol style="list-style-type: none"> <li>4) Sewing and repairing children's shoes</li> </ol>

Parents wishing to place their children in a deaf-mute school had to provide the following documents: certificate of birth of the child, certificate of vaccination for smallpox, certificate of the doctor that the child is healthy and has no contagious diseases, certificate of property and family status of parents. Upon admission to the school, tests on mental and physical state were carried out, according to the results of which children were admitted to a particular age group. For example, to be admitted to the second group the child was required to have «... a clear pronunciation



of all the sounds of the Russian language and everyday words and the ability to write the pronounced..." [16, L.8]. There was a hostel for students in the school. Besides spoken language, writing and account, such crafts as shoe and carpentry, and for girls - needlework were taught [16, L.8].

According to archival materials of 1923, "... boys mainly worked in the shoemaker's workshop, almost completely dressing themselves and the girls... Girls spin, knit, embroider and some do household work (bake bread, help the cook prepare food... All the children work in a rather large garden, which was cultivated and planted exclusively by children and one working janitor. " [15, L.43]. Such schools were examined annually to improve the living conditions and education of children. The following recommendations could be found in the reports of the commissions: "... to improve nutrition of children by giving them milk or buying milk cow...", "... To give the loom available at the communal farm and, if possible, to equip better a shoe workshop..." [15, L.43].

In the 1920-s, a number of publications in the periodical press were devoted to the work of the Krasnoyarsk school of the deaf-mute. For example, in the newspaper "Krasnoyarsk Worker", the article "How the deaf-mutes are taught" describes the situation in the school: "A carpentry workshop is at the entrance. The work here is in full swing, pupils are planing, sawing, chopping... The class is to the left. Its general appearance is the same as in any other school. The only difference is a large dressing table mirror. In front of this mirror, the deaf-mutes are taught spoken language" [19, p.6]. In addition, the importance of sustained purposeful work with children in the adaptation period is stressed: "At first, after entering school, for several months, children learn to imitate movements. The teacher in the class raises his hand, leg and all the children repeat these movements. Then children are taught to breathe correctly. To do this, the teacher puts one student's hand on the chest, and back of the other hand on the larynx and makes some sounds. The child feels the vibration of the vocal cords and tries to do the same. After long efforts, he succeeds" [19, p.6].

Only after that does the actual teaching of the children begin: "First they learn the easiest vowels: "a", "o", "y". Then a combination of these vowels. Gradually passing from easy to difficult, the child learns to pronounce all the sounds of the human speech. At the same time, he learns the so-called "face reading", i.e. understand thoughts by the expression on the face of the speaker. During one year, children learn all alphabet. They learn not only to pronounce, but also to find the image of these sounds in a book (letter alphabet)" [19, p.6]. The second year of study was devoted to: "teaching reading, learning grammar rules and all other subjects that take place in the first-level school" [Ibid.]. The course at the deaf-mute school is 8 years. At the school of the deaf-mutes "besides general subjects, great attention is paid to applied knowledge. There are carpentry and shoe workshops in the school, the girls are taught needlework" [Ibid.]. In 1924, the Krasnoyarsk school of the deaf-mutes was recognized as an exemplary People's Commissariat for Education and transformed into a regional one.

In general, the development of the practice of social education in institutions for "defective" children in Pre-Yenisei Siberia tried to improve the methods of teaching communication, mastering general labor and primary professional skills, which confirmed the optimistic position of the state on the inclusion of every child in public life.

#### IV. CONCLUSION

In Russian science of the 20-s of the 20<sup>th</sup> century there was no unambiguous definition for designating children with developmental disabilities as a special category. Special attention was paid to the foundation of social education institutions for “physically defective and mentally retarded” children in the 20-30s of the 20<sup>th</sup> century not only in the central part of the country, but also in the regions. The main task of these institutions was “to give children the highest possible degree of mental, moral development and social education”, as well as to individualize the learning process as much as possible. In Pre-Yenisei Siberia, a boarding school for deaf-mute children and a school for physically defective children were involved in the social education of this category of children. The process of special education in Pre-Yenisei Siberia is characterized by the development of common to Russia and specific to the Siberian region (the delayed nature and long stages of the development of the special education system, the lack of special (correctional) educational institutions in the region, the insufficient development of early diagnosis services, and the lack of qualified personnel, etc.). Further study on the problem of social education of children with developmental disabilities in Pre-Yenisei Siberia can be aimed at characterizing the methods and forms of social education of physically-disabled and mentally retarded children.

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