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## THE ORGANIZATION OF SCHOOLS IN THE RUSSIAN EMPIRE IN THE CONTEXT OF EDUCATIONAL REFORMS OF XIX CENTURY

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*In the article the features of reforming of secondary education in first half of XIX century in days of Alexander I, its organization and influence of the government on national education as a whole are stated.*

**Keywords:** Secondary education, gymnasium, Alexander I, reforming.

**The science problem.** In Russian Empire in XIX century there were created of educational districts which realized scientifically and educational activities which governed by statutes, orders and resolutions. Reforms of 1802-1805, 1828, 1852, 1860, 1864, 1872 etc. were directed at perfecting of existent educational system of Empire. The analysis and actualization of experience of these educational districts activity allow: to do the comparative analysis of past and present, to forecast of organization and direction of modern educational institution, to foresee scientifically of positive and negative phenomena in the modern national educational system perfecting; to improve the positive experience of educational districts activity to the management educational organ's work; to provide the unity and succession of the historical pedagogical process which is the most relevant for today in the condition of reforming educational system. It is especially important to support the balance between innovations and traditions.

**The last exploring analysis.** At the different stage of the educational system formation the educational system's activity and its aspects was examined in the works of N. Dem'yanenko, N. Yevtukh, T. Zavgorodnyaya, A. Ivanova, V. Kryemyen', D. Korzhov, I. Malinko, V. Mayboroda,

O. Sukhomlinskaya, V. Trigubenko, S. Filonenko, M. Yarmachenko, and, also, the thesis researches of O. Anicshenko, V. Postolatiy, A. Sinyavskaya.

**The article's aim** is to analyze the secondary school organization in the condition of the state and society life of Russian Empire in the context of XIX century educational reforms.

**The basic materials.** The comprehensive school originated in Empire during Ministry of native education formation by the Statute in 1804. The aim of the secondary school was formulated as a human education. According to this principal was definite the subject's course, which was necessary to teach, and also the pupil's contingent. So, to the gymnasium course was entered the subjects, which in the governing organs opinion, were the most important and necessary for overall development, for training of youth to the university and everyday life. According to the Statute 1804 there were: Mathematics, History, Geography and Statistics, Philosophy, Political Economy, Natural History, Technology, Commercial Science, Latin, French, German and Painting [1].

With the high administration permission each gymnasium could increase the subject's and teacher's quantity (Statute 1804, art.2). There were admitted to the gymnasium everyone. So, in the Statute there was no one paragraph, which limited the rule of attending of educational state for social status. There were complaints no to the substance of the Statute, but its small parts. The main and basic lack of the Statute was encyclopedic manner of the gymnasium in four years course. Though all forgotten that the course was seven years, as the pupils of the districts school entered to the gymnasium. Also there was surprised an absence in the course the God's Law and Russian. This absence was explained by “forgetfulness” of the Statute authors, but the first information of the God's Law and Russian spelling rules the pupils got in the district schools. This Statute was met critically because of that, it was synthetically transferred from French life to the Russian life that's why near time there was a transformation and adaptation of the Russian life conditions of that time [1].

During edition of the Statute the Russian society quite seriously discussed the question: is the education helpful or no, and concluded to the doubts. So, the publisher of the magazine “The Herald of Europe” in 1804 wrote that it was necessary to give to peasant only that knowledge, which he need and “God save us if all nation will consist of scientists” [3]. The negative attitude to the science during analyzed period in the Russian society conditions got the religion base.

From the own confession of Alexander I, 1812 had the educational matter for him. Since, he put the religious interests highly. He said to the bishop Alert that he had a decision to devote myself and my reign only for God and spreading of His glory. From that time the society considered the distribution of some new thoughts dangerous for religion and society [3].

These changes could not affect to the content of the secondary education. The reference point of the secondary school history was Ministry of prince Golitsyn (1814-1824). In 1817 there was unification of Ministry of native education and the Office of religious Affairs for Christian piety was the basis of origin education. The members of the Governing Board were the persons as baron Fitinghof, Laval', Sturdza, Magnitskiy and the other. Thanks to the pamphlet of Sturdza (1818), where he attitude to the university with the contempt and approved of political repression, the persecutions began. His thoughts impacted to the fate of Russian schools, reformed in the Holly Alliance's spirit [2].

The God's Law, which at the start of the 1819, according to order of Minister of religious affairs and native education, was ordered to read at all state institution every day before start the lessons one or two chapters of New Testament by the following way that pupils listened all of the Gospel and The Acts of the Apostles during the year. After that, little by little, there were included Nature and Native Jurisprudence, Political Economics, Psychology and Moral Philosophy, and instead of them was improved intensified teaching of Russian and Latin, History and Geography. December 11, 1824 the Minister of native education proposed to the Governing Board of schools the following: 1) native education must be on Russian in all Empire, despite the different religious and languages; 2) Russian literature must be entered everywhere and be favored by everybody; 3) Greek must be everywhere, except the school of another confessions, must have advantages to the Latin, considering the religious significance of Greek [2].

All indicated changes in Statute 1804 had done it absolutely colorless, undermined all basic in which it was formed. This Statute didn't match to new spirit of that time already. Since December 1825 the domination of the political reaction was started. In 1832 new magazines had to publish with the Highest permission, and since 1836 was forbidden at all [1].

The Government considered that all of the existing school and education, giving by them was the source of freethinking. It believed that school graduated the spoiled youth, and Ministry let the liberal direction. On the basis on that view on the education and its content, it was necessary the new perspective of education and tutoring and the new Statute with the

particular political program in which there was the basis for repression of freethinking. Shishkov said that the main aim of all educational institutes was education of loyal subjects, well-educated and tried sons of the church and native land. Thus School became the political tool and in that spirit all of the ministers operated – Shishkov, Liven', Uvarov. Their efforts were directed to reduce “unwise desire of youth to education” [3].

New Government saw the support of the throne and the motherland only in nobility, and the ability of the individual personalities to find a way out by getting the education they saw as a dangerous for State. That's why all of their politics during analyzed period was directed to do the estate's education, dismissing the low classes from secondary and higher education. The Government gave to peasants the parochial schools, merchants and craftsmen – the district school, gymnasium and universities – only for nobility.

In the Manifesto August 19, 1827 it was indicated that the subjects studying and teaching methods as possible were according to the future pupil's mission, and each pupil didn't try to overcome his estate [2].

Giving the availability only to nobility the secondary and the higher education the Government considered training educational officials on whose may rely. Thus according to The Statute 1828, pupils, whose graduate the gymnasium, have the right to get the rank during short time. At the same time any private initiative in the native education was chased. The private school were closed and if it was stayed, as an exception, in the condition of hard control from the Governmental side [1].

The Russian Government took in its hand all native education and, according to this, formed educational department in gymnasium. In this organization it purpose two aims: at first to curtail studying of many subjects in secondary school, especially subjects, which gave general development “luxury half-cognition; at second to change them such subjects, which would develop “the industry” and “the prudency” in pupils, demand of them continued lessons and draw away from harmful thoughts. That political tool was chosen classicism.

Those efforts achieved the aim. Studying of the dead forms, in which was directed the main attention in gymnasium, dulled almost all human abilities. The level of general education came down greatly and at the first plan was con the grammar. School began to send for antipathy in society. Even nobility, for whose was intended the gymnasium, attitude to it without sympathy and chose the military college. Ministry of education wanted to simplify repeatedly the negative attitude in society to studying of classical

language of ancient Romans, but all of these efforts could not repress society's mood of this cause.

According to its inside structure, gymnasium was exact copy of Russian society. After 1828 to the educational stage appeared the administrative factor in all its power. All leadership was concentrated in the hand of headmaster. He had to observe for all the teachers were "worthy tool of Government". The teachers were limited hardly in their activities. No one live word had to appear from them to the pupils. The schoolbooks, in which could read between the lines something, were revised and forbidden.

Since 1828 the period of ruthless and continuous whipping of the pupils began and caused many persons to madness. The punishment was the work of observer. For example, one of them whipped with the birch skillfully repeating, some of them read the German poems. The whipped so hard that many pupils didn't stand and began to ask for forgiveness. The notice from the Ministry's magazine tells us about the level of using the birches. From official account in Kyiv during the year 551 from 4100 pupils had whipped, in gymnasium of Volyn' - 229 from 600. Despite that condition at the end of analysis period the Government concluded, that gymnasium didn't correspond to ideal. So, despite all prohibition, the nobility's percent increased, but *raznochintsi* stayed. They were entered because of lack of pupils from nobility. General number of pupils increased that's why to stop the access of low states to secondary school in 1845 was increased the tuition fees, which was improved in 1819 not because of economic factors, but for "limiting luxury cognition". But these arrangements weren't enough and in 1848-1850 the tuition fees were increased again. But there was a suspicion according to the high tuition fees the upper class will give the advantages to the private and home education. In order to distract the low class from gymnasium course in 1848 was done the radical changes in the gymnasium Statute. There was one reason, because of which was necessary to reform the secondary education: gymnasiums, especially Germans, began to succumb to the oppressions. That's why according to the Statute 1849 from the fourth course the bifurcation began, that is division into departments: 1) classic with Latin (20 lessons) and Greek for all commerce (10 lessons) where can enter persons who prepared to enter to the university; 2) juridical, where instead of classical languages the Legislation was learned for persons wishing to enter to the military service [1].

In 1851 it was determined that the teaching of Greek was superfluous because the youth could stray from Christianity origin because of pagan's authors. The gymnasiums with two classical languages were stayed only in

the universities towns and some other. Instead of Greek in gymnasiums was entered the Natural History. In that way the classical school's place raised the real school. But this new school wasn't different from the classical school almost. The duties of the classical languages "to give the fundamental education" and "interrupt from reading the harmful books" realized successfully Natural History and Legislation. Last subject, for example, was studied by books of professor Rozhdestvenskiy and was a dull list of Russian laws on 400 pages, which had to con and changed of classical language conning. The mental level of gymnasium pupils was reduced significantly, and also the quantity of pupils. At the statistics the number of pupils 1836-1848 increase to 20000 persons and since this year 1851 it begins to reduce and in 1855 there were 17817 persons. The student's quantity in the universities achieved to 4016 persons, and in 1849 reduced to 325 persons [3].

At its inside structure, gymnasium was at that time the harsh police institution. On each step to the pedagogical craft the political element was added. In order to ensure reliability in teaching of the God's Law since 1850 in Kyiv and Kharkov there was entered the post of the main observers, which had to observe the teaching of such important subject in temporal educational institutions. Patronized by the leadership, the teachers all of attention concentrated on taking of bad ideas from the young minds [1].

In order of Ministry of education (1851) a lot of attention was paid to external dressing of pupils for meeting, greeting and accompanying of leader persons, which attended the gymnasium [1].

**The conclusions.** So, the consequence of this politics was the full disorganization of secondary school in which confessed the entire Ministry itself. Gymnasium lost under itself the classical basis but didn't get the real. The fragments of different science were united in it, which hadn't a certain system. The educated teachers, which worked on vocation, stayed in some towns. They engaged to pupil's development. The educational methods were Russian literature and historical sciences. It was the same between the Russian societies. Life in that hard time smoldered in it despite all troubles and severities. The Russian society continued to develop and kept the interests to the education. By only this factor can confirm the fast rise of social and school life, which came to the following reign.

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### ОРГАНІЗАЦІЯ ШКІЛ РОСІЙСЬКОЇ ІМПЕРІЇ У КОНТЕКСТІ ОСВІТНІХ РЕФОРМ ХІХ СТОЛІТТЯ

**Т.В. Шушара**

*У статті викладено особливості реформування середньої освіти у першій половині ХІХ століття у часи Олександра І, її організації та вплив уряду на народну освіту в цілому.*

**Ключові слова:** середня освіта, гімназії, Олександр І, реформування.

### ОРГАНИЗАЦИЯ ШКОЛ РОССИЙСКОЙ ИМПЕРИИ В КОНТЕКСТЕ ОБРАЗОВАТЕЛЬНЫХ РЕФОРМ ХІХ ВЕКА

**Т.В. Шушара**

*В статье изложены особенности реформирования среднего образования в первой половине ХІХ века во времена Александра І, его организации и влияния правительства на народное образование в целом.*

**Ключевые слова:** среднее образование, гимназии, Александр І, реформирование.

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### ТЕХНОЛОГИЯ ПОДГОТОВКИ ПЕДАГОГОВ К ФОРМИРОВАНИЮ ЖИЗНЕННОЙ КОМПЕТЕНТНОСТИ У ВЫПУСКНИКОВ ШКОЛ-ИНТЕРНАТОВ ПОСРЕДСТВОМ ИНТЕРНЕТ-КОНСУЛЬТИРОВАНИЯ

**В. А. Яковлева**

*В статье проанализированы современные условия организации процесса формирования жизненной компетентности воспитанников в общеобразовательных школах-интернатах; обоснована необходимость поиска новых практических путей их подготовки к самостоятельной жизни; раскрыты основные аспекты технологии подготовки педагогов к формированию жизненной компетентности выпускников школ-интернатов посредством интернет-консультирования; проанализированы исключительные ситуации в практике интернет-консультирования; определены основные принципы и запрещенные приемы деятельности педагогов, осуществляющих интернет-консультирование.*

**Ключевые слова:** сиротство, жизненная компетентность, школы-интернаты, выпускники школ-интернатов, новые технологии, интернет-консультирование.

**Постановка проблемы в общем виде и ее связь с важными научными и практическими заданиями.** Количество биологических и социальных сирот в нашей стране имеет устойчивую тенденцию к увеличению. Это та часть населения Украины, которая нуждается в особой поддержке и внимании, понимании и попечительстве как со стороны государства, так и со стороны общественности.

Одновременно с обострением проблемы сиротства возникает необходимость изучения и внедрения новых форм подготовки воспитанников общеобразовательных школ-интернатов к самостоятельной жизни, поиска эффективных механизмов их адаптации в открытом социальном пространстве.

Существующая организация процесса формирования жизненной компетентности воспитанников в общеобразовательных школах-интернатах по ряду специфических особенностей не позволяет сформировать у них основы жизненной компетентности,