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## LATE 18TH - EARLY 20TH CENTURY NATIONAL MILITARY PEDAGOGICAL TRENDS FORMATION

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**Abstract.** The present article touches upon the main reasons and consequences analysis in the process of military pedagogical trends formation in the late 18th - early 20th century. The authors prove the fact that the military pedagogical trends main content in the chronological period designated above is directly related to the ideological component. The trends represented in the article are described as an inevitable public process, determined by the social needs in terms of its development, which is based on the author's understanding of the term "trends" itself, interpreted as a human activity development tendency in certain historical conditions. The authors of the article refer to the set of methods for identifying the most significant educational trends that in the future influenced the military pedagogical science development in general as well as describing them as the existing ones in the period of late 18th - early 20th centuries. The readers' particular attention is drawn to both the analysis and historical and pedagogical assessment of social, economic and political factors, as well as to the views of the ruling elite. Taking into consideration the interdisciplinary specifics of the domestic military pedagogical formation and development trends researched in the pre-revolutionary period, in this article the authors refer to a multidisciplinary approach, relying on the principles and methods of various scientific branches such as history, philosophy, sociology, psychology, pedagogy, cultural anthropology and military science. The position stated by the authors is based both on the archival sources analysis and synthesis alongside with military publicist literature of the described period, which makes it possible to represent scientifically verified factual information on the issue researched in the present article.

**Key words.** Military pedagogical trends, social and political processes, historical context, military policy, military education and upbringing concept.

### Relevance

At the present moment characterized as the period of military and political instability it becomes extremely important to refer to our pedagogical heritage urging at the attempts of studying the historical experience and to turning the researched theoretical aspect into a practical one. The heady moments of increasing the revolutionary spirits to which the period of the early 20<sup>th</sup> century refers indicated how important it is to preserve the best military educational traditions and to analyze the existing tendencies under the reason of taking the results into consideration in order to avoid historical mistakes. Moreover the recent amendments in the Russian Federation Law of Education in 2021 make the problem discussed in this article even more relevant.

### Materials and methods

Researching the reasons and consequences of global changes in the sphere of military pedagogical trends, taking into consideration the multidisciplinary position expressed in the present article, makes it necessary to apply a set of methodological approaches using the principles and methods of various scientific areas, the most significant of which should be historical, philosophic, sociological, pedagogical, cultural ones. Thus, the methodological basis of this article is: philosophic statements concerning the relationship of social development processes; social and historical aspects of the processes

taking place in the Russian Empire at the end of the 18th - the beginning of the 20th centuries; the theory of military pedagogical education development.

### Results

When identifying the main military pedagogical trends in the late 18<sup>th</sup> - early 20th centuries, it becomes obvious that their substantial core has always been directly intertwined with the ideological component commonly found in the specified chronological period.

The trends identified within the mentioned human development stage undoubtedly carry a certain scientific value enabling to contextualize historical and pedagogical experience in modern conditions; they should be carefully researched and described in detail. Nevertheless, on setting the main trends analytical description, it is necessary to determine the specifics of the trend concept at the theoretical and methodological level.

The study of scientific and reference material has established that a trend is a solidly determined direction of human activity development and simultaneously a certain phenomena (in this particular case, historical and pedagogical) [1]. In Education and Pedagogy Dictionary, edited by V.M. Polonsky, the analyzed concept is interpreted as “the direction of development any idea, pedagogical theory and practice” [2, p. 141].

In the present article, by saying “trend” we mind of the social and pedagogical phenomena development vector or the processes brought about by a cause-effect relation within the territorial and chronological framework of the particular study.

Anyway a few remarks should be made before starting to identify and describe military pedagogical trends in the late 18<sup>th</sup> - early 20th centuries.

Primarily, it should be noted that not only social, economic and political factors, but also the views of the ruling elite had a direct impact on the development of sustainable military pedagogical trends. In fact, the first person of the state was at the head of the entire military sphere including military education.

The military-pedagogical process is considered as a basic integrative concept expressing the well-arranged and purposeful activity of commanders, headquarters and services, public and state institutions for warriors' education, training, development and psychological preparation in order for them to acquire skills for performing assigned tasks. The military pedagogical process also includes specific activities for the personnel re-education and self-education.

The methodological component of any military and pedagogical process includes the methods and techniques of the pedagogical activity of commanders and educational Institutions.

Nevertheless, it is practically impossible to make an accent on prioritized military pedagogical trend in the Imperial era due to the relative instability of the social and political processes that took place in that period.

However, taking into account the fact that the development of a military pedagogical science began at the end of the 18th century, it is possible to assume the existence of the particular trends in general which was a follows:

- adherence to humanistic traditions;
- the unity of intellectual and moral education;
- the reliance on the national patriotic values of the state;
- positive attitude to the heroic past of the Fatherland;
- frequent referring to wide use of military ceremonies and symbols.

As the analysis of archival and scientific sources clearly demonstrates, French Enlightenment humanistic military pedagogical ideas that were dominant in the 18th century throughout Europe among the admirers of which Catherine the Great, who marked the “golden age” of the Russian military history was, are commonly believed to be the prerequisites of the military pedagogical trends bred by the end of the 18th century.

The entire period of Catherine's the Great reign (1762–1796) has been passing under the influence of the Enlightenment ideas, which could not but affect the formation of a substantial point of military pedagogical science. Military educational Institutions were established with a goal that reflected the desire of the Empress to create a “new breed of people [3, p. 308]”.

The process of training and education was based on the principles of rationalism. Thus, in the military, the number of training hours assigned to ceremonial drills was rapidly reduced. According to Catherine the Great, it was necessary to teach only what would have to be done in the real war, so she demanded that “people should not be bothered in exercise and maneuvers by anything in vain, just for ceremonies, without any practical purpose” [4, p. 146].

On Emperor Paul I accession to Russian throne in 1796, a trend of tracing officer training foreign methods (in particular, the Prussian ones) began to be clear enough in the sphere of military profession. The teaching system in the Prussian military institutions was based on the Sagan model developed by Johann Ignaz von Felbiger (1724–1778), according to which the main component influencing military school trainees was the requirement to subconsciously comply with the prescriptions of various military regulations, instructions and orders. Taking advantage over the lack of cadets' rights, the mentors forced them to automatic memorization, unconditional obedience, and the achievement of high results with the help of endless drills and the fear of physical punishment. Despite the fact that the priorities of military education were limited solely to the implementation of drilling, academic training in Germany was of sufficient quality.

In Russia, the imitation of officers' training Prussian methods gradually led to the moral component weakening. Thus, the Prussian system of strict regimentation focused on drilling ceremony led to the national military-pedagogical trends decrease. It had a particularly negative impact on military educational Institutions, where drilling ceremony could not become the main goal.

Foreign information sources prove that initially in the Prussian military schools it was supposed to train young nobles in court manners, foreign languages and fencing, as well as providing political education based on knowledge of history, and making them acquainted with the theory and practice of conducting a war [5].

The first quarter of the 19th century which coincides with the Alexander I reign (1801–1825) is characterized by more positive trends.

The Patriotic War of 1812, which clearly demonstrated a shortage of efficient officers capable of acting professionally in wartime conditions, not only led to a return to patriotic upbringing best traditions, but also proved the need for military education organizational reforms. This resulted in the creation of new military educational Institutions, involvement of educators and mentors with real combat experience in the educational process. However, such negative phenomena of the 18th century as the lack of a centralized control and management system restrained the positive initiatives emerging in the military pedagogical sphere [6]. Such experience was taken into account for the establishment of an integral scientific military pedagogical model of the post-reform period of the last third of the 19th century.

Thus, the period of Alexander I reign is characterized by the Russian national and military historical traditions revival and their further implementation under the new conditions of military development intensification. It becomes obvious that positive trends are manifested in transition from rationalism, practical orientation and practical approach of the didactic foundations content of the naval officers' training to the humanization in general and theoretical training intensification.

Although, as discussed, in general, military pedagogical science was based on the organizational and pedagogical concept that had already existed in Russia and relied on common trends in developing the new military pedagogical concept.

Thus, by the end of the 19th century, the distinctive features of military pedagogical trends formation were the following:

- active introduction of the Lancaster education system elements into the educational process;
- confessional factor consideration connected with the wide ethnic diversity of the Empire;

- enhanced practical oriented component of officers' training.

Moreover, although the dynamics of military and technical development in Russia was still for from stability, the first attempts to establish a centralized system for training officers were already made. The establishment of the central governing body of the Russian Empire military educational Institutions – Main Directorate of Military Educational Institutions in 1863, initiated by Count D.A. Milyutin, Military Minister, acquired special significance. D.A. Milyutin regarded to the need of modernizing the educational process in military Institutions as an integral part of the military reforms implemented in Russia.

Thus, the transformations of the 1870s, aimed at striving to classless society in Russia, changed the traditional system of social relations. The introduction of various social segments representatives to the officers' community led to a contradiction between the requirements for the officers' environment and the possibilities of fulfilling these requirements. Such trends in the military system resulted in a gradual decrease in officers' cultural level, thereby activating a retrospect of the professional degradation process in the officers' community as a whole.

Subsequently, stepping on the way of military-pedagogical democratization based largely on the fear of punishment, the representatives of the ruling circles, military theorists and high echelon officers were not able to develop a new military pedagogical strategy that would be based on the concepts of honor, military duty, courage and consciousness. Military department orders, army regulations, manuals, circulars and instructions issued from above did not aim to provide the commander with effective educational tools, but only indicated an approximate direction. These trends inevitably led to the unity principle destruction in the military environment. As a result, the majority of officers intuitively, using the "try" method, came to their own model of organizing the training military elite representatives process, their own understanding of discipline and military honor subjective definition.

It was the democratization trend that became the factor bringing some kind of chaos to disciplinary practice in general [7].

The beginning of the 20th century is characterized by a clearer manifestation of the democratization trend in the sphere of the military pedagogical concept formation.

Yet in 1901, Grand Duke Konstantin Konstantinovich, Military educational Institutions Inspector General, in his Order No. 30 for military educational Institutions highly criticized the orders of "total prohibitions and total supervision" that existed in the military school, which, in his opinion, had a negative effect on the formation of the cadets' nature. He also encouraged for humane attitude manifestation: "Supporting all its demands with principled rigor and arranging the most vigilant supervision over newcomers, in accordance with the moral growth of its alumni, striving to provoke in them the consciousness of their human dignity and carefully eliminate everything that can humiliate or offend this dignity..." [8, p. 19].

The military psychologist General M.I. Dragomirov, trying to correctly assess what was going to, noted a clear contradiction in the emerging trend of democratization. In his opinion, from the standpoint of a personality development and an officer's ability for military honor self-generating, the trend of democratization can be interpreted as progressive. Simultaneously, the democratization trend can be interpreted as the regressive one, as it reflects the disposition of a fairly large part of military educators to consider the process of instilling military honor among officers only "from the point of view of 'cultivating' its external indications" [9, p. 146].

In an effort to preserve the positive military pedagogical trends gained by the end of the 19th century, M.I. Dragomirov, revealing their point, wrote: "The whole matter of troops' upbringing and education comes down to very few ideas," particularly:

- 1) to position upbringing above education;
- 2) to move from analysis to synthesis;
- 3) to make it expedient to teaching;
- 4) to develop people's mind in the military aspect;
- 5) to train officers to deal in the situation of emergency quickly but not fussily;

6) to eliminate everything enabling self-preservation;

7) to teach by example rather than by theory [10].

These “few ideas” listed by General M.I. Dragomirov demonstrate that the military psychologist clearly distinguished three components of military-pedagogical science – fortifying the mind and will, morality, physical and psychological endurance.

Unfortunately, such events as the Russo-Japanese War, which demoralized the society, the emergence of revolutionary spirits in the fleets, a number of riots in the Black Sea Fleet, did not contribute to the development of positive endeavors. Watching the regression of military pedagogical traditions, military ideologists attempted to find the true causes of failure, to eliminate the influence of the so-called human factor.

A trend concerning the predominance of material values over the spiritual ones arose, which steadily resulted in the loss of patriotism even among representatives of the military elite. The system of the Army and Navy financing began to decline gradually. In addition, the military pedagogical ideas and traditions of educating the Russian officer, the elite of Russian society, being accumulated over the centuries, began to be criticized highly, often by people who had no pedagogical education.

The transformation of the political system also had a negative effect on the military-pedagogical concept formation. While changing the military power, at the background of the ideological contrast that had been formed over a century and a half, the military pedagogical concept was not preserved and even regressed for several decades.

After the revolutionary events of 1917, the state leaders had to reconsider their ideological priorities in a way to find them reflected in the content of the military pedagogical concept. During this transition period complicated by the Civil War events, the leaders of the Soviet State made efforts to create a fundamentally new moral image of the Soviet officer.

But despite the opposite views of the ideological opponents, the leaders of the Soviet state and supporters of the “old imperial” morality, one cannot deny the similarity in some military-pedagogical tendencies of the professional military education. The Soviet leadership eliminated only what contradicted the ideology of the new state but not the point itself.

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## ФОРМИРОВАНИЕ ОТЕЧЕСТВЕННЫХ ВОЕННО-ПЕДАГОГИЧЕСКИХ ТЕНДЕНЦИЙ В КОНЦЕ XVIII – НАЧАЛЕ XX СТОЛЕТИЯ

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**Аннотация.** В данной статье анализируются основные причинно-следственные связи формирования наиболее значимых военно-педагогических тенденций в конце XVIII – начале XX столетия. Авторы доказывают, что содержательное ядро зарождавшихся в обозначенном хронологическом периоде военно-педагогических тенденций напрямую связано с идеологической составляющей. Представленные в статье тенденции описываются как неизбежный социальный процесс, обусловленный потребностями общества в аспекте его развития, что обусловлено авторским пониманием термина «тенденции», трактуемого как устойчиво выраженное направление развития человеческой деятельности в определенных исторических условиях. Авторами статьи представлены как способы выявления военно-педагогических тенденций в конце XVIII – начале XX столетий, в дальнейшем оказавших влияние на развитие военной педагогики в целом, так и их описание. Особое внимание в статье уделяется анализу и историко-педагогической оценке социальных, экономических и политических факторов, а также взглядов правящей элиты. Учитывая междисциплинарный характер исследования вопросов формирования и развития отечественных военно-педагогических тенденций в предреволюционный период, в данной статье авторы прибегают к использованию полидисциплинарного подхода, опираясь на принципы и методы различных дисциплин: истории, философии, социологии, психологии, педагогики, культурной антропологии и военной науки. Излагаемая авторами позиция основана на анализе и синтезе архивных и опубликованных источников, военно-публицистической литературы исследуемого периода, что обеспечивает возможность излагать научно проверенную фактологическую информацию по исследуемому в данной статье вопросу.

**Ключевые слова.** Военно-педагогические тенденции, социально-политические процессы, исторический контекст, военная политика, концепция военного образования и воспитания.