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## **ПРОФЕССИОНАЛЬНАЯ ПОДГОТОВКА БУДУЩИХ ВОЕННО-МОРСКИХ ОФИЦЕРОВ В ПЕРВЫЕ ДЕСЯТИЛЕТИЯ СУЩЕСТВОВАНИЯ СОВЕТСКОГО ГОСУДАРСТВА**

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### **АННОТАЦИЯ**

В данной статье осуществляется анализ процесса профессиональной подготовки будущих офицеров военно-морского флота в первые десятилетия существования советского государства. В целях поиска и, в дальнейшем, акцентирования внимания на характерных особенностях обучения и воспитания будущих военно-морских специалистов в исследуемый период авторы используют метод сравнения в качестве приоритетного, проводя сравнительный анализ содержания, форм и методов подготовки будущих военно-морских офицеров в дореволюционный и послереволюционный периоды, основными критериями чего являются формировавшиеся в определенных идеологических условиях стереотипы будущего командира. По мнению авторов, именно особенности исторической эпохи оказали непосредственное влияние на процесс профессионального воспитания будущих офицеров военно-морского флота в предвоенный период. Помимо этого, в статье выявляются социально-педагогические условия и организационно-педагогические особенности подготовки будущих морских офицеров в контексте формирования новой коммунистической доктрины воспитания военных кадров, а также анализируются взгляды представителей военно-морского командования на проблему повышения качества боевой и гуманитарной подготовки будущих военно-морских офицеров. Авторы подтверждают достоверность излагаемого в статье материала, а также гипотезу о социально-исторической обусловленности процесса профессиональной подготовки будущих морских офицеров многочисленными цитатами из публицистической литературы заявленного периода. Проведенный в данной статье анализ особенностей профессиональной подготовки будущих военно-морских офицеров в первые десятилетия существования советского государства обладает теоретической ценностью в связи с необходимостью расширения современного представления об отечественном военно-педагогическом наследии, а также внедрения с практику современной военной школы лучших традиций патриотического и духовно-нравственного воспитания.

### **КЛЮЧЕВЫЕ СЛОВА**

военно-морской офицер, профессиональная подготовка, гуманитаризация обучения, деятельностно-практическая направленность, идеологическая основа.

## THE FIRST SOVIET DECADES FUTURE NAVAL OFFICERS' PROFESSIONAL TRAINING

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### ABSTRACT

The future Navy officers' professional training process during the first decades of the Soviet state existence was analyzed in the present article. In order to search for the ways and to focus further on the Navy specialists' training and upbringing typical features in the period mentioned, the authors use the method of comparison as a priority one, conducting a comparative analysis of the content, methods and verification of Naval officers' training in the pre-revolutionary and post-revolutionary periods, the main criteria of which are the stereotypes of the future commander's image created under certain ideological conditions. According to the authors, these were the future Navy officers' main professional features that had a direct impact on the training process in the pre-war period. In addition, the article reveals the social and pedagogical conditions and organizational and pedagogical specialties of future Naval officers' training in the context of a new communist doctrine formation for training the military personnel, and also analyzes the Naval command representatives' views on the problem of improving the quality of future Naval officers' combat and humanities training. The authors confirm the reliability of the material represented in the article, as well as future Naval officers' professional training process social and historical conditionality hypothesis with numerous quotations from the publicist literature of the period stated in the article. The analysis of the of future Naval officers' professional training features in the first decades of the Soviet state existence are identified by theoretical value due to the fact that there is the need of expanding modern domestic military pedagogical heritage awareness, as well as introducing the best traditions of patriotic, spiritual and moral upbringing to be used in modern military school.

### KEY WORDS

Naval officer, professional training, training humanization, practical orientation, ideological basis.

### INTRODUCTION

The contemporary Russian Federation Navy specialists' professional training system is now at the global restructuring stage, when it is necessary to determine priority aspects in the sphere of military education, the main of which are: historical and pedagogical traditions preservation; future officers' spiritual values formation; providing them with high quality professional training; stimulating their readiness for self-development as well as scientific activity; developing the ability to transfer life experience and acquired knowledge to future generations.

### MATERIALS AND METHODS

A categorical and aspect analysis of future Navy officers' professional training formation and development process in the in the late 18th – early 20th centuries is carried out from the position of philosophy methods, primarily dialectical as a way of understanding reality in its dynamics, which allows us to explore the pedagogical phenomena conditionality by the socio-cultural environment. It also allows to consider the genesis of the future Navy officers' professional education system of the researched period within the aspect of philosophy categories of quality, quantity and contents. The research is based on the military publicist literature and the regulative documents of the periods stated for research and analysis.

### RESULTS

The year of 1917 can be fairly characterized as an ideological pivoting point due to which the military pedagogical concept almost stopped its development. However ideology maturation could not but affect the future Naval officers' professional training system.

In May 1918 the 3rd Baltic Fleet Sailors Congress adopted a resolution stating the following: “... The Naval Engineering School, which supplies the fleet with the staff necessary, must continue its activity on the same basis, until the new academic and upbringing standards get worked out in accordance with general Naval schools restructuring concept” [1].

This meant that the reformation process would first of all affect the Imperial Naval School – His Imperial Majesty Naval Colleges as well as Emperor Nicholas I Naval Engineering School on the basis of which in September 15, 1918, the Navy Commanding Staff Classes (hereinafter referred to as the Classes) started its functioning in Petrograd, later renamed into the Naval School named after M. Frunze. The Classes opening ceremony took place in October, 10 in the former Navy School building.

The officer candidates were recruited among professional sailors, who were planned to get trained to perform the officer duties in just 4 months. In 1919, the Classes were restructured and reorganized into the Naval Command Staff School with a prolonged training period of three years and a half.

Thus, the responsibility for training the Navy officers was entrusted to Military Institutions located in the Baltic, due to the lack of such in other regions of the just established Soviet republic.

Meanwhile, the Russian strategic development aims were determined under the Navy development specifics principles. This strategic problem has not lost its relevance after the 1917 revolution, when the young Soviet state was in extreme need of increasing its Naval power, which was recognized as a priority factor in fortifying the Russian political reputation.

Getting into conditions of rehabilitation after the Civil War, as well as foreign policy threats and entire political and social system restructuring, the young Soviet state quickly shifted to “new” methods and means of shaping the future Red Navy Commanders values. Having defiantly abolished the two most effective means of upbringing influence – religion and “Officer honor courts”, Soviet military leadership representatives almost immediately created their communist analogues.

So, the military political supervisors eliminated the chaplains’ positions, and the role of spiritual mentors in military Institutions started to be performed by the so-called political literacy tutors, the role of whom, as indicated in the “Political Literacy Teachers Instructions”, adopted in 1919, was supposed to pursue “not the academic goals, but the proper propaganda objectives” [2, p. 10].

The Workers’ and Peasants’ Red Army Disciplinary Regulations, approved in 1925, replaced “Officer honor courts” by “Comrade company courts”, which judged for “domestic, moral and everyday misconduct as well as alcohol addiction: insulting a comrade during off-duty hours, drunkenness, participation in gambling, misbehavior in general”, which obviously implies that they solved practically the same tasks as the Russian Empire Moral officer courts, but on the new ideological basis [3, p. 12].

Creating a new communist Navy development doctrine, the Red commanders unanimously agreed that there should work the principle of selecting the best candidates to be recruited to Naval Institutions which minded:

- 1) certain personal qualities and inclinations for Naval service;
- 2) physical fitness for Naval service and appropriate age alongside with the ability to stand the sea rolling;
- 3) appropriate general mental and academic abilities.

Despite the rather strong contest among the applicants to be trained at the Naval school, ordinary sailors coming from active military service acquired certain benefits: they had the priority to be enrolled among the firsts and were released of participating in a training testing cruise. The Naval training system in general was also subjected to restructuring. Later one of the official decision was to divide the Naval Institutions into two classes – commanding and engineering, which required the curricula differentiation in accordance with military school specifics.

Thus, the emphasis in the command personnel training process was made on studying maritime law, social sciences, history, strategy and tactics, navigation; while the engineering schools curriculum included studying the detailed engineering and technical subjects, obtaining distinctive practical

orientation anyway. It should be noted that, regardless of training sphere, future officers were considered first of all as an important communist education element.

Military professional education became to be concentrated around young people's labor and social activity development as well as fortifying Soviet patriotism and proletarian internationalism ideas.

The very theory that education (including the military one) pursued not only cognitive, but also academic goals was not the innovative one at all. It was the content that was fundamentally new, but not the idea in itself [4].

Since the first days of Soviet power existence, it was emphasized that education in itself should have a social class character. In the People's Commissars Council Decree "On Higher Educational Institutions Admission" issued in August 1918, it was pointed out to the necessity to enroll the representatives from the "proletarian and the poorest peasantry environment" to higher educational Institutions supplying them with obligatory scholarships, while in relation to the "wealthy classes representatives there should not have been any privileges at all" [5, p. 34]. Thus, the social personnel occupancy of both the fleet in general and the Naval school cadets in particular changed significantly: representatives from the peasantry environment began to make a more numerous contingent.

While the training period, one of the most important academic components on the way to a new type officer upbringing – the Soviet one – was ideological and political work [6]. Agitation was of particular importance which included activities directed to popularize communist ideas aimed at political education and drawing the military contingent to an active social life. A huge role was played by such social phenomena as "Soviet patriotism" and "proletarian internationalism", with the help of which a new type of Soviet officer was forged.

Even the training maritime campaigns got the propaganda nature. The comparative analysis of training campaigns organized before 1917 and the campaigns conducted in the first years of Soviet power existence clearly demonstrated that the fundamental difference between the post-revolutionary and the Russian Empire Naval training campaigns were held under the "Less splendor!" principle.

Having stuck to the new ideology principles, the squadron port visits were important only as the way to "make the relationships between the Naval forces and the working class representatives in order to popularize the Red Fleet ideas" [7, p. 3]. The intention when calling at ports to organize celebrations and parades was considered to become inappropriate.

The traditional port visits and welcoming parties and ceremonies organized before 1917 in honor of the Fleet arrival were replaced by visiting the "reading room for conducting political enlightenment events with personnel" [7, p. 7].

Atheistic doctrine, which considered the religion to be the social consciousness indicator turned to the basis of the Soviet theoretical propaganda work.

The initial method of fortifying the Soviet power was nothing else but anti-religious work that was carried out in the Armed Forces in its most serious way.

Anyway, step by step rough religious propaganda gently shifted to anti-religious agitation, which was supposed to "have the character of a calm, cautious talk, directed to achieve the propaganda effect on the consciousness of the Red Army soldiers" [8]. Moreover, the main attention began to be drawn to "... not so much to destruct the views existing among the Red Army personnel, as to promoting certain natural science knowledge among the sailors" [8].

In his "Anti-Dühring" work F. Engels noted that "religion is nothing more than a fantastic reflection of that external process that dominates the people's minds in their daily life...", and "just knowledge ... is not enough to subordinate social forces to the social domination" [9, p. 328, 329, 330].

Meanwhile as for the Naval Institutions, the religious subjects included in the pre-revolutionary curriculum were banned for teaching in 1918.

It is provided by the fact that the People's Commissars Council Decree "On the separation of the church from the state and the school from the church" (article 9), adopted in 1918, mentioned that the school has already been in fact separated from the church. Promoting the religious ideas in all state and public, as well as private educational Institutions where general academic subjects were taught,

was not allowed at all. Now a significant part of the academic time in Naval Institutions began to be devoted to studying the Communist party history; Marxist-Leninist philosophy; scientific communism; political economy; party political work in the Soviet Armed Forces; the USSR history; the international communist, workers' and national liberation movement history; military pedagogy and psychology; the USSR international relations and foreign policy; scientific atheism; Marxist-Leninist ethics and aesthetics, etc.

However, contemporary researcher V. Shevchenko believes that atheistic worldview formation in Higher Naval Institutions took place to a greater extent through natural science knowledge – in the process of studying physics, chemistry, biology.

According to V. Shevchenko, this became the political course basis known as the “great pivoting point” in creating a new society.

Speaking about the Soviet officer new type image, it was emphasized that it was the versatile development of his personality that gained the priority. Among the most discussed issues in military pedagogical circles there was the one concerning the need and goals of teaching a foreign language in Naval Institution, since it was the goal of teaching that largely determined both the curriculum academic scope and content and the linguadidactics method.

Being totally contrary to the pre-revolutionary period which was distinguished by the variety of foreign languages taught in Naval Institutions, in the post-revolutionary period, the only foreign language selected to be studied was German. The choice of language was explained by the fact of German army victory in the World War I, the recognition of Germany as the dominant military force in Europe and the rapid development of technological progress in this country. The entire academic process of a foreign language learning in Military Institutions focused on preparing the students for reading and understanding scientific and professional literature in German. It was necessary to make the cadets able to understand German scientific and technical papers in their original.

In order to achieve the academic objective, 4 hours (two lectures) per week were allotted for German language learning. The curriculum was divided into three periods – the elementary course, the intermediate course and the advanced or the special one [10].

At the same time, elementary stage passing was planned for just the first year of a foreign language learning, that is, the first 50 lectures or 100 academic hours. These 50 lectures provided the assimilation of such theoretical and lexical material, that would be sufficient for students, striving to the intermediate stage, to be able to understand simple texts. The “intermediate stage” was intended for the second academic year (the next 50 lectures or 100 academic hours) and was a continuation of the primary one.

Its purpose was to read and analyze authentic articles of special content extracted from the originals of German scientific and technical papers, that is, to be prepared for using German scientific sources and manuals necessary for the studies independently. Students who already had a certain knowledge of a foreign language training could, after being checked by the teacher, bypassing the initial course, potentially be enrolled to the next learning step.

However, one more academic program could be developed, that was designed for people who were just starting to learn German, due to the fact that many students did not even have basic foreign language training. Such students had to take German course for three years, starting from the elementary level, and the curriculum adapted for them was the compulsory minimum for the rest of the students.

The most popular method of foreign language learning in the 1920s was recognized as the so-called “natural” one. According to this pedagogical technology, using the native language in the process of learning was completely excluded, and, consequently, translations were excluded as well.

This method did not pursue educational objectives, it was exclusively aimed at solving a single task – achieving of the interlocutor's speech free understanding level and mastering colloquial speech for the practical communicative needs.

However, after an unsuccessful attempt of natural method implementation in the higher Naval school, it was officially recognized as the ineffective one. Successful implementation of this method required, first of all, a large number of academic hours, especially during the first year of foreign language learning. Secondly, in order to learn to speak a foreign language fluently, it was necessary to practice oral communication regularly: the more time it was devoted to such activity, the sooner and more accurately the desired result could be achieved.

The Naval schools cadets had the opportunity to be trained only twice a week, and quite often with significant breaks (like summer vacations, for example) which was definitely not enough to develop a practical skills in understanding and using the language itself. As a result, the final objective of German language learning was just narrowed to developing the ability to read special literature in a foreign language and translate it using a dictionary. This became the main objective of studying a foreign language, "which the teacher should lead his students to" [10, p. 75].

Despite the constant experiments in the search for effective methods of teaching the humanities, Naval Institutions achieved the obvious success in physical training. So, by 1936, the compulsory requirement for all cadets was passing the so-called "Ready for labor and defense" complex. In Red Army Naval Forces Commander's report, it was noted that the Naval Academy named after K. Voroshilov achieved the level of 35% of the personnel coinciding to this standard.

Great results in this aspect have also been achieved by the Naval Engineering School named after F. Dzerzhinsky (57% of compliment totally). At a particularly high level, physical education was organized at the Naval School named after M. Frunze, where over 65% of the personnel complied with the physical fitness standards [11, p. 42].

Thus, the entire future Naval officer professional training process was reduced to the creating a kind of "communist image" of the future Red Navy, where the modern Naval commander had to be "first of all, an excellent sailor who loves the sea and his ship, good at profession; had high tactical training level, the ability to use the ship and its weaponry in a Navy battle" [12, p. 10].

Moreover, "the commander was to be a good Bolshevik, was to know the Marxism-Leninism theory well, know the socialist life perfectly well and conduct the ideas of the Communist party to life alongside with international politics and the international situation and be a completely cultured person and, above all, had a high general literacy level" [12, p. 5].

In the "Marine Bulletin" journal (1934), in the article "On the Cultural Commander and the Culture of Commander's Work," its author Captain F. Rodionov emphasized that a cultural "commander was to know fiction, music, theater, and, finally, be fluent in at least one of foreign languages" [12, p. 4].

Particular attention in the future Naval officer's professional training process was paid to studying military history. At the Emergency Congress of the Soviets, the Red Army Naval Forces Commander V. Orlov, emphasizing the need for detailed Naval history by Red Navy commanders, stated: "The role of our fleet will increase, its popularity will expand among the working people of our country, who will get eager to know its past and present" [13, p. 37]. Such a position was based on a well-known pattern: "without knowing history, one cannot correctly find oneself in the present, one cannot be a comprehensively smart person" [13, p. 34].

Captain V. Orlov drew the attention to the fact that young commanders who graduated from Naval Institutions, having good knowledge of their profession, were not always good at historical facts, sometimes they did not know the very elementary things such as the state of affairs in general. A cadet must clearly understand that, "preparing to become a Commander, on whom the Fatherland entrusts the responsible task of defending its borders, to whom it entrusts sophisticated military equipment and personnel must be completely worthy of this trust" [13, p. 36].

Thus, bringing up the smart command personnel, both perfectly mastering their profession and knowing the Marxism-Leninism theory, was the main task of Naval Institutions, for which a balanced process of professional training has been worked out.

In the post-revolutionary military pedagogical circles, there was spread the opinion that in the process of training a Commander, the elements of education and upbringing could not be opposed to

each other. In this regard, the ideas of Russian military psychologist General M. Dragomirov that “one of the prominent figures of tsarist Russia”, who believed that “upbringing is more important than education, since military science is mostly a matter of will rather than intelligence almost got their rebirth” [13, p. 35] got relevant again. Although Soviet military pedagogy adhered to a different point of view: it was believed that in the conditions of the Soviet state existence, “our Navy needs a Commander who equally possesses both strong-will and “mental” qualities” [15, p. 102].

However, in our opinion, the ideologists of the new era missed the fact that M. Dragomirov’s merit was not only in reviving the Russian army military education tradition, but also in adapting the Russian military science basis, especially military pedagogy to modern conditions.

General M. Dragomirov’s military-pedagogical views were distinguished by the recognition that military pedagogy was nothing else but the military education single whole system which was an integral and subordinate military art and military theory component, about which he wrote the following: “Military theory represents great examples of military creativity to be studied by a military person ... not in order to just imitate them, but in order to absorb its spirit” [16, p. 270].

Rapid changes in the relatively calm Navy officers’ professional training process were introduced in June 1941 the moment of Great Patriotic War outbreaking. The Navy was urgently reoriented to solve three main tasks:

- 1) Fleet officers primary training organization;
- 2) knowledge, skills and abilities improvement;
- 3) training Navy officers in combat activity conditions.

Naturally, wartime conditions required a significant change concerning the ways and methods of not only the combat Navy activities, but also the academic process in higher Naval Institutions. The principle of developing future Commander’s sense of sincere devotion to the Motherland, the Communist party and “the leader of the peoples, Comrade Stalin” was considered to be the primary task of education, coloring the entire academic process with an ideological and patriotic idea.

## CONCLUSION

Despite the radical social ideological upheaval, connected with the 1917 revolutionary events, the Navy personnel training still existed as one of the priority state military policy activities. While restructuring the education system in general, the sphere of future Naval officers’ professional training has also undergone a transformation. In the context of a new training military personnel communist doctrine creating, future officers definitely remained as the important communist education element which resulted radical changes in future Naval officers’ professional education process that took place both at the theoretical and practical levels. One of the most important future officers’ academic aspects was ideological and political work, which minded active cooperation and participation in ideological events, as well as anti-religious agitation. Nevertheless, throughout the entire Soviet future Naval officers’ professional education period the practical vector still remained the dominating one, the content of which has been frequently changed due to either the complex military equipment commissioning or the Naval tactics as military science branch official recognition and development.

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