

## **Formation and Development of a Teacher Professional Pedagogical Culture at a High School in Russia: Historical and Educational Context (1755-1917)**

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**Abstract:** The aim of the study is to reveal the social and educational background and the conditions for the formation and development of professional pedagogical culture of a teacher at a high school during the period of 1755-1917; the justification of main development periods classification concerning the studied phenomenon; the study of prominent scientists, educators role in the formation of professional and pedagogical culture of a teacher in the development of a higher education pedagogy. The study used such methods of historical and educational research as the study of archival materials, the regulatory and legal documents, the activities of university teachers during the reviewed period, the comparative pedagogical analysis, the study of pedagogical heritage of famous scientists and educators. The result of this study is the conclusion on the unevenness and contradictory nature of professional pedagogical culture development which is the consequence of the reforms and counter-reforms of higher education. In the process of the social and pedagogical conflicts solution, the professional-pedagogical culture of a teacher was developed. An increased reaction in respect of professors and teachers, the organization of pedagogical process contributed most actively to the mastering and implementation of professional and pedagogical culture, the creativity and initiative of teachers and students. The development of professional-pedagogical culture among the teachers of higher education ultimately leads to the fact that within the formal higher education system the system of vocational training, focused on the development of a future expert creative person, the self-realization of the individual capacities of teachers was developed.

**Key words:** Professional-pedagogical culture of a teacher, periodization of professional and pedagogical culture development, statutes of universities, the content of higher education, vocational

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### **INTRODUCTION**

The study of pedagogical phenomena and processes requires their consideration in terms of origin, formation and development. Professional-pedagogical culture as a social and pedagogical phenomenon occurs together with an awareness of the education social nature as an understanding of the need to find the effective ways of experience transfer from one generation to another (Ananiev, 1980).

With the development of higher education the professional pedagogical culture serves an objective indicator of a teacher pedagogical skill. The origins of a high school teacher culture development must be considered taking into account the actual operation of universities; the analysis of documents regulating the educational process and disclosing the rights and duties of teaching staff; the level of psychological and educational science development; the specific contribution of its best representatives in the

development of higher education theory and practice (Ivanov, 1991; Yaroshevsky, 1969). This sequence of actions determines the logic of professional pedagogical culture development analysis.

### **MATERIALS AND METHODS**

The completeness of the historical justification for any investigated phenomenon is achieved by combining such aspects of historical analysis as the genetic, comparative historical, cultural, historical and biographical one.

The genetic aspect of the study allows to identify the main periods and stages in the development of professional and pedagogical culture of a high school teacher, to identify its essential characteristics and dependencies. The comparative-historical aspect of research provides the selection of general and particular characteristics of professional pedagogical culture at different stages of its development. The cultural and

historical aspect of a studied problem involves an objective, historical, socio-cultural analysis of the professional pedagogical culture of a high school teacher formation and development, at which we turn to the concrete experience of universities, research results, retrospective analysis of their own teaching activities in the context of really functioning general and professional culture. The biographical aspect is aimed at the analysis of a particular scientist activity, an educator and the pedagogical reality. This approach allows us to explore the features of professional-pedagogical culture of a personality in dynamics, in its individual characteristics (Ananiev, 1980; Yaroshevsky, 1969).

The recognition of the need for the above stated aspects application led to the use of such methods of historical and educational research as the study of archival materials, the regulatory and legal documents the activities of university professors during the reviewed period, the comparative-pedagogical analysis, the study of pedagogical heritage among famous scientists and educators.

## **RESULTS AND DISCUSSION**

The historical and pedagogical research does not have an accepted periodization of Russian higher education development. The research of such historians and teachers as S.M. Vasilevsky, A.E. Ivanova, E.A. Knyazev, G.I. Shchetinina, etc. attempted to analyze the activity of higher educational institutions during the periods marked by the adoption of the University Statutes. We share this view and assume that the fact of the university charter adoption may be the basis for the periodization of teacher professional and pedagogical culture basics development. On this basis, we identify five periods: 1st period, the years 1755-1804; 2nd period, the years 1804-1835; 3rd period, the years 1835-1863; 4th period, the years 1863-1884 and 5th period, the years 1884-1917.

At that, it should be emphasized that the evolution of the professional-pedagogical culture cannot be viewed in isolation from the actual periods of a high school development. This explains our commitment to the parallel analysis of two pedagogical problems.

The emergence of the first schools in Russia was due to the nature of the social and economic changes in the country. The development of new economic relations, the introduction of modern production technologies demanded objectively the influx of educated, skilled workers. The domestic science discoveries contributed to the emergence of Russian universities as scientific and cultural centers.

The higher education in Russia, during its formation and development passed through the same stages as in Western Europe countries: the emergence of specialized professional schools of higher order led to the formation of the university system and various types of higher education institutions were created and developed on this basis and in parallel with it (Aronowitz, 2001; Pedersen, 2009; Ridder-Symoens, 1992, 1996; Ruegg, 2004).

The first period of higher education development, of professional and pedagogical culture of Russian university teachers development is associated with the establishment of the Moscow University in 1755, the adoption and operation of the first university statute. The formal requirements for professional-pedagogical culture of university professor to their lecturing and methodological expertise were stated in the university charter.

The most striking features of the first university professors were universalism and encyclopedism in special and pedagogical activity. These traits manifested in pedagogical activity of M.V. Lomonosov and his students N.N. Popovsky, A.A. Barsov etc.

The main forms of educational process organization were the lectures and debates. However, the content of the lecture course for a teacher was ordered by professorial assembly (No. 8 of the charter).

By this time, the first pedagogical essays about family, school, youth education appear and reveal the elements of pedagogical culture at an everyday level. The educational, scientific activity of such scientists and educators as: Epiphany Slavenetsky, Simeon Polotsky, V.N. Tatishchev, Feofan Prokopovich, etc. served as a reliable basis for the deployment of the higher education system in Russia. The most prominent representative of the Russian science, educational thought of the 18th century is M.V. Lomonosov, whose name is associated to a whole epoch in the development of higher education.

The second period in the history of higher education and professional and pedagogical culture of teacher development begins from 1804, with the adoption of a new university statute. The emergence of higher educational institutions, the activation of socio-economic and political reforms in Russia the war of 1812, the revolt of the Decembrists, prompted the government to new higher education reforms. The charter considered the organizational, managerial bases of teachers and students activity, the content of the educational process was stated, the system of professor and teacher certification and development was proposed; the university council solved the issues concerning the methodical work among teachers.

Many high school teachers followed the best traditions of national pedagogy. High pedagogical culture was observed in pedagogical activities of the following professors: A.F. Merzlyakov, A.I. Nadezhdin, V.V. Petrova and M.G. Pavlov, etc.

The second period, the democratic one at its core, had a positive impact on the fate of higher education in Russia. However, the discontent by “free spirit” spread among students and best professors developed. Thus, it is not surprising that in 1835, a new general university charter appeared which may be evaluated as a reactionary one which opens the beginning of the third period in the development of higher education. This charter almost abolished the autonomy of universities, the election of managers was limited, the administrative supervision over teacher and student activities was reinforced.

According to the professor of the Moscow University, Solovyov (1915), “education ceased to be a merit and became a crime in the eyes of the government: the universities were in disgrace; Russia was sacrificed to pretorians”.

The development of education science during this period was influenced by the formation of the higher school pedagogy and determined by the activities of such outstanding teachers, educators, community leaders as K.D. Ushinsky, N.I. Pirogov and N.I. Lobachevsky, etc. So, the brilliant Russian teacher Ushinsky (1857) devoted his first pedagogical article “The benefits of teaching literature” to the problems of pedagogical culture development. Pedagogical culture in his understanding is the mastery of teaching experience, based on the data of philosophy, psychology, anatomy, etc., The process of pedagogical culture development shall be based on a deep, multilateral knowledge of theory.

The fourth period of higher education development and the development of professional culture among teachers was marked by the adoption of the new university charter in 1863. The reform of high school in 1863 was one of the numerous reforms carried out after the abolition of serfdom. Compared with the previous charter, the new one was more progressive. The professorial corporation had some autonomy in matters of educational process and university management. At the same time, the charter provided broad rights to the trustees of school districts and the ministry of public education during the solution of university issues. During this period, the high school was the object of study and analysis by such outstanding teachers as L.N. Tolstoy, D.I. Pisarev and P.D. Yurkevich.

The 5th period of higher education development and the establishment of pedagogical culture starts with the adoption of a university charter of 1884. Compared with

the previous charter a new charter was more conservative in its essence, it was a complete reflection of the violent ideological reaction of the government.

The progress in reforms planned in a high school at the turn of 19-20th century was largely dependent on professors and teachers. Along with the update of the educational process the measures were taken to improve the special and pedagogical training of a teaching staff. The system of research and teaching certification which stimulated the increase of professional and pedagogical culture gets its further development.

During this period, the ideas of higher education pedagogy were developed under the influence of scientific-pedagogical activity of known educators theorists, such high school teachers as: P.F. Kaptelev, D.I. Mendeleev, P.F. Lesgaft and L.I. Petrazhitsky, etc.

## CONCLUSION

It should be noted at the end that the development of higher education system in pre-revolutionary Russia proceeded unevenly and inconsistently. In the process of social and pedagogical conflicts solution the professional-pedagogical culture of a teacher was developed. This is evidenced by sinusoidal oscillations of high school reforms and counter-reforms when the periods of the most free and autonomous development of higher education followed by the periods of strict regulation and administrative subordination. The contradictory nature of this process was that the high school, on the one hand, developed in accordance with the objective of socio-economic and cultural development of society, on the other hand, it experienced the constant endeavor of the government to subdue high school to its influence, to solve narrow governmental tasks. During the periods of reforms the scientific and pedagogical creativity of teachers, the elements of cooperation in their activity, the desire to learn new pedagogical technologies and values had certain priorities. The periods of counter-reforms were characterized by the spread of pedagogical dogma and regulators, the introduction of uniformity in the content and organization of educational process.

Our analysis leads to the assertion that the enhancement of the reaction in respect of the teaching staff, the organization of educational process led to the most active mastery and implementation of professional and pedagogical culture, the creativity and initiative of teachers and students. The development of professional-pedagogical culture among high school teachers ultimately leads to the fact that within the formal higher education system the system of professional training evolved, focused on the development of a future expert creative aspects and self-realization of individual capacities among teachers.

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