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Management of Education in the Concept of Educational and Pedagogical Teachings of M.M. Speranskii

Adonina Larisa Valeryevna^a, Rumyantseva Nataliya Mykhailovna^b and Fisenko Olga Sergeevna^c

^aCandidate of philological sciences, associate professor of "Journalism and Slavic philology" Sevastopol National University of Russian language and the methods of its teaching RUDN. Email: lar_sad@list.ru

^bHead of Department of Russian Language No. 3, Faculty of Russian Language and General Studies, RUDN University (Russia, Moscow, Miklukho-Maklaya str. 6), Doctor of Sciences (Education). Email: natrum1@yandex.ru

^cPhD in Philology, associate professor of Russian department No. 2 for Russian and general education disciplines faculty of the RUDN University, Russia, 6, Miklukho-Maclay st., Moscow, 117198. Email: olfiss@list.ru

Abstract: A significant role in the formation of the education management system provided educational and pedagogical activity of M.M. Speranskii. The educational activities of Speranskii coincided with the reform of Alexander I. His first advanced treatises reflected the public views on serfdom. The thinker expressed his opinion that the further existence of serfdom hampers a political and socio-economic development of the country.

The concept of Education Development of M.M. Speranskii was based on their need to create a multi-stage system of education. The main principles were continuity, humanism, the formation of comprehensive developed person. A major role of Speranskii activity provided on the structure of theological education.

M.M. Speranskii continued the formation of the educational management system in the period of exile in Siberia.

After returning from exile, Speranskii was included in the work to reform education. Nicholas I, aimed at limiting public access to educational institutions, supported the innovations. Speranskii proved that education and training must be linked and carried out by the teachers. These teachers had to undergo special training.

Keywords: Management of education, a new social class system of education, the principles of the reform of education, multi-level system of education, M.M. Speranskii.

1. INTRODUCTION

A studying of the history of the formation of the education management system is particular relevance in today's Russia, which is in search of the optimal educational paradigm. Indicative in practical and theoretical terms, outreach of M.M. Speranskii becomes (1772-1839) who is the initiator and inspirer of educational management system reform. The purpose of administrative activity of Speranskii education was the change in the educational system, content, forms and methods of organization of educational process. The recognition of the role of scientific

knowledge, professional and personal qualities of the person in the socio-economic life of the country contributed to the advancement of education in the priority area in the late XVIII-early XIX centuries.

The feature of goal setting in the management of teaching systems M.M. Speranskii, education policy defined which in the works of both European and Russian educators in many ways. It was linked with education rights and the recognition that moral principle precedes the political changes.

2. FORMULATION OF THE PROBLEM

For leading representatives of social-political movement it was clear that economic progress and further development of Russian hampered with serfdom that this situation was not only an obstacle to the democratic development of society, but also inflicted damage to the economy and social relations. The participants in scientific and literary societies, circles, social salons, Masonic lodges in the early years of the reign of Alexander I, it raised the question of the need to reform the educational system in Russia. One of the first to the idea of reforming the system of educational management at the beginning of the century in his first political writings and treatises (1802-1804). "On the fundamental laws of the state", "On the Improvement of Public gradualism", "On the power of consensus," "Another thing about freedom and slavery" paid attention M. Speranskii. In his works, the reformer connected education of people with the elimination of serfdom. He believed that the only universal education, regardless of class, ethnicity, and place of residence is able to form a human, capable to development.

3. THE BASIC PRINCIPLES OF TEACHING MANAGEMENT SYSTEMS IN THE RUSSIAN EMPIRE

In 1802, it was created "The Ministry of Education, Youth Education and dissemination of science," which launched the reform of education and enlightenment.

The establishment of the Ministry was done necessarily, and its first minister became P.V. Zavadovsky, who headed by Catherine II "Commission for the establishment of schools." For the first time in Russia, there was a central agency to manage the business of public education with a certain range of duties and rights.

From the regulation of the Ministry of National Education should be: "The Minister of Education, the education of youth and distribution of sciences is the direct responsibility of its Main college head office with all the parts belonging to it, the Academy of Sciences, the Russian Academy, universities and all other colleges. However, it was provided a special care of courtesy of her that Empress Maria Feodorovna. These are on a special commandment of our other special places or management; printing private and state-owned, except for the last of these, consisting also under the direct someone else's department: censorship, the publication of all statements and periodic works, public libraries; collection of rarities, natural cabinets, museums and all sorts of institutions, which continue to spread science can be instituted "[2, p. 27].

The responsible body for education was "Main board colleges", and direct training school reform led a special "The Commission of college." By design approved in 1803 "Regulations on the device of educational institutions", was brought Mikhail Speranskii. The years of learning and teaching in the seminary allowed him to study all the disadvantages of the Russian system in education. The result of the analysis, the current education system in the Russian Empire, were the following conclusions:

1. Education in Russia, as well as in other countries, was gone as "and reburs", i.e. contrary to common sense. For common sense, it needs to start things from their base and lead to perfection gradually. Therefore, it should have been to start from the folk high school to the academy.

2. Comparing the basics of education with the space and the position of Russia, he concludes that previously it has been left without any attention.

The above reasons and resulted in the necessity to reform the Russian education system.

Reorganization of the XIX century Russian national education system began with the governing document "Preliminary national education policies", was written in 1803 by M.M. Speranskii and his associates (Karazin, Ants, Martynov), which were set out the main regulations of the new educational system. This document defined the specific content of the next school and university statutes in 1804. "Preliminary discussions about education in Russia in general", which were placed in the "Materials for the history of the college's reform in Russia in XVIII-XIX centuries" M.M. Speranskii begins with the argumentation. The science was to educate people for the good of princes and it has always been an important subject of reflection, as important to manage people through enlightened laws as to command the crowd on their limited free will.

The general and secondary education were declared with "Preliminary rules" accessible to all segments of the population. That is the main principles in the management of teaching systems are the integrity, consistency and continuity. Already at this stage in the education system Speranskii "the principles of non-estate were laid down and, free training on its lower levels, curriculum continuity" [11, p.43]. According to the rules of a clear structure of education, it was built in Russia. With carefully, sequence of the education system were designed, from primary to university, from the establishment of colleges and college's disposition of Studies. The criterion of efficiency of educational activity is the level of education - education and training. Linking education and training into a united process, Speranskii noted that there is practically no public education in Russia.

The reform of the educational system, proclaimed the principle of universal education, and non-estate schools, and provided for the use of the most important achievements of progressive pedagogy in schools. These elements include a progressive age-appropriate students, presentation training, and humane manners of teachers with children. Community development dictated the necessity for training of the intelligentsia, educated people to work in the ministries for justice, experts for developing the economy, etc.

"The Statute schools, what was jurisdictional to the universities" (gymnasiums and county colleges) on November 5, 1804 came from the established end of the XVIII century, the school system and provided for the gradual transformation of main and small public colleges. The basic pedagogical functions, responsibilities of the teacher and his role in the upbringing and education of children were consistently outlined. The cornerstone was put the establishment of a teacher right relationship with individual students, with the whole class and students with each other that now, in modern terms, is defined as a communicative pedagogy-learning function.

Particular attention was given in the Statute of the ability of the teacher to organize the implementation of the plan in the classroom and direct communicative and educational activities of the teacher in accordance with the individual characteristics of students, which is organizing function of the teacher.

A significant role in the Statute held educational function, which pursued the implementation of the mental and moral education of students on the subject of materials in the process of teaching.

The Statute provided for the implementation of the research function, i.e., it was the ability of the teacher to study of individual students in the learning activity, in interpersonal relationships, ability to identify their level of training, conditions affecting the success of training and education, as well as it was the ability to analyze and evaluate the teaching material.

In the issue "About the Teacher" was recommended: "The teacher should try every effort so that students understand the subjects taught to them clearly and correctly, and to rely more on their diligence and decent rules,

rather than overwork his disciples. He tries to “make the teaching of their easy, enjoyable, and more fun than painful” for young children. Other recommendations were included the formation of motivational bases of the learning process, the development of students’ skills of independent work, taking into account the individual characteristics of the students in the learning process, etc. [2, p.7]. The text of the Statute were laid the foundations of public education humanization in Russia.

4. CREATING A MULTI-STAGE SYSTEM OF EDUCATION

The new education system contained four levels of education: higher education - universities (in each county) average – colleges (in every provincial town), intermediate - district colleges (one in each county), lower - the parochial school (urban villages). All four stages are successively connected to each other: each predecessor was the basis for the transition of students to new educational level (who wanted to study at a university must pass the gymnasium course, for admission to the school - rate district colleges, and district colleges could do after graduating from the parish Course). The basis of the entire education system parochial schools were set.

According to the Statute of 1804, the actual public education should be carried out the parochial school with a one-year course of study, which, as noted above, are the lower secondary school stage. These institutions were formed in towns and villages at the parochial school. The treasury was in charge of the villages of the priest, the landlords owned these institutions themselves. The school year in the rural parish school was shorter than at other schools, it was explained that early sowing works and the relatively late harvest.

The Statute School functioned on the local population means it is not surprised that the training conducted at a very low level: lack of funds prevented the emergence of a school or further their work with poorly educated teachers, lack of textbooks and teaching books. The purpose of parochial schools was, firstly, to prepare students for the district colleges, and secondly, to give children the lower strata of the population of religious education and skills in reading, writing and mental arithmetic.

The curriculum parochial schools included such academic subjects as the law of God and the moral teaching, reading, writing, the first steps of arithmetic and reading some sections of the book “On the positions of man and citizen”, which since 1786 has been used in public schools as an official guide calculated on the education of students’ feelings of loyalty.

The next stage of education under the Statute of 1804 represented the district colleges with a two-year training period. They were created in the district and provincial cities and were intended for children of the lower strata of the urban population –these were low-ranking clerks’ officials, tradesman’s and sellers. In this regard, and the official purpose of these was “to inform children of the underprivileged classes available the necessary knowledge, according to their state and industry” [13, p.26]

The curriculum of district colleges were included: the law of God, the study of the book “On the positions of man and citizen”, Russian grammar, and where the population used other language, grammar beyond this “native” language, general and Russian history, arithmetic, elementary rules of geometry, physics and natural history (i.e. science), the initial technology rules relating to farm land and its industry, drawing . These were all fifteen subjects. This was an excessive load for students. There were two teachers, and each of them had taught seven or eight subjects.

County colleges were funded better than the parish, small colleges. While the institutions were held with donations, the county was partially subsidized by the state budget, as well as through local taxes, by taxation of the population. This had a positive impact on the growth of the number of district colleges. In urban conditions, they got more comfortable buildings than rural school, teachers that are more educated and at least the minimum number of training manuals. However, there are drawbacks: “rods were in great use,” it was popular the cramming.

The grammar colleges were opened in the provincial cities and were intended to prepare the children of the nobility to public service, or to enroll in the university, as well as for those who “wish to acquire the information needed for man of sense and education.” The course of study in gymnasium lasted for four years. Teaching grammar plan distinguished with multiplicity and largeness. Much attention was paid to the study of the social sciences, at the same time; among the subjects were no religious discipline. The study of subjects was conducted in cycles, each of which led to one of eight teachers. These were included in gymnasium program: (1) a mathematical cycle (algebra, trigonometry, geometry, physics); (2) fine arts (literature, poetry, theory, aesthetics); (3) natural history (mineralogy, botany, zoology); (4) foreign languages (Latin, German, French); (5) The cycle of philosophical sciences (logic and morality, ie ethics); (6) economics (the theory of commerce, statistics, and general of the Russian State); (7) geography and history; (8) dance, music, gymnastics [12].

The Gymnasium Statute secured the best achievements of national education. The Statute in 1804 claimed the direction to expand the scope of scientific knowledge at the gymnasium, establishing continuity between secondary and higher education institutions and the complexity of the teacher function. the responsibility of the teacher was included:

1. to carry out the teaching, it is clear, understandable and correct;
2. to rely on your own diligence and decent rules, rather than the work of students; 3) to aim to develop students' mental ability, rather than filling the memory memorizing;
4. to bring in hunting students and attachment to the sciences;
5. Use a variety of teaching methods;
6. Build a learning process based on the principle of clarity and communication of theory and practice [12].

By 1808, there were thirty-two Russian gymnasium, where 2800 students were enrolled. In accordance with the Statute of the 1828, men's gymnasium took on the character of a classic. Duration of training increased to seven years old. From grammar school plan were excluded philosophy, political economy and commercial science, aesthetics. At the same time it was introduced the law of God, Russian and Greek languages, the number of hours in the study of the Latin language. Since that, time in gymnasium began to introduce estate restrictions, the alleged training of children of nobles and officials.

The next stage of education was universities. The “Provisional rules” it was proclaimed the establishment of university systems in the Russian State. The University of Derpte (1802) was added for Moscow and Vilna, as well as the opening of Kazan, Kharkov and St. Petersburg universities planned.

The above-mentioned institutions in the new system of education were encouraged to serve as a training center of the district, which would monitor the training process and help the development of schools lower grades. In addition, they acquired the right to produce in the academic degree of the Candidate, Master, and the Doctor in all fields of science.

For the first time in the Russian educational space put forward the principle of freedom of expression and teaching within the institution: “The views in the sciences should not serve as a reason of persecution ... Mutual respect professors together is meant to facilitate their way to the advice in the overall reasoning of scientific works. Moreover, why each of them can commenced with the Academic year to present their image of teaching and books, which intends to follow in teaching, then to compose a general overview of lectures “[1, p.43]. Particular attention was paid to the scientific activities of the University, which it “shall apply to their efforts always to keep up with the state of science in other countries of Europe and to attach to the course teaching all the new revelations that have received the approval of the scientists’ [1, p. 44].

Thus, for the first time in Russia were scheduled to engage in scientific requirements professorships, it meant that the effectiveness of teaching in the university was assessed from the point of view of the professors participate in the scientific process.

With the development of university education in Russia, these institutions have become centers of science, including pedagogical.

“Way of teaching” was administered at schools; the Commission of public colleges developed it in the 80s of the XVIII century. All teachers were instructed to apply the organization of the learning process and to use the methods that have been recommended in the “Guide for teachers of public colleges.”

The Statute required that the University came closer to society and developed a teaching and literary activity, which could be involved and the society. The Statute of schools, universities initiated the organization of the state system of primary, secondary and higher education. It raised the role of universities in the leadership of public education and teacher training, reinforced the value of a comprehensive school in the formation of specialists for industry and agriculture. The “Ministry of National Education” was created .It was a body that gave the schools harmony and order “[6, p.40]. The main schools of management was headed by F.I. Jankovic. He was Austrian pedagogue in the service of Russia.

5. THE PRINCIPLES OF THE REFORM OF RELIGIOUS EDUCATION

It was established the Committee for the improvement of religious schools (1808) to correct the “difficult” situation in the spiritual education. At the beginning of 1808 the command of the Emperor Alexander I, M.M. Speranskii was appointed to the newly formed Committee, which included famous people - “both the talents and energy of the Fair.” These were Metropolitan of Novgorod Podobedov Amvrosii, Bishop of Kaluga Feofilakt, the chief priest, John Derzhavin, confessor of the emperor Krasnopevkov Sergey, chief procurator of St. Synod of A. Golitsyn and State Secretary M.M. Speranskii, “unforgettable for the clergy statesman, born clergyman himself past all the hard school of spiritual young people” [4, p. eleven]. In June 1808, the Committee submitted composed M.M. Sperdnskii detailed report on the transformation of religious schools at all levels. The report of the Commission of the disadvantages in religious education were deeply analyzed and determined the ways of its reform. A clear structure of religious schools has been established, the control system, in learning content, the new curricula were introduced. By analogy with the civil schools were established four stages of spiritual educational institutions with continuity in the content of education: parochial school, district school, seminary and academy. In addition, similar school districts were created with the secular school. It was introduced the elective principle in the replacement of posts of rectors of seminaries and academies inspectors. Four spiritual academies were organized in Russia: in St. Petersburg, in the Trinity-Sergius Lavra, in Kiev and Kazan. M.M. Speranskii participated in the drafting of Statute - academic and seminary, for the county and parochial coleges. Prepared documents by M.M. Sperdnskii contained the basic principles of the new device theological school. “When you save a caste character education considerably raised the role of general education, especially at the two lower levels, covered almost all the boys (age six old) of the clergy” [10, s.367]. “For the first time, considerable attention was paid to pedagogical methods, most of which is now recognized as the method of self-promotion of mental activity of students” [10, s.367].

For the contribution to the reform of the Russian education M.M. Speranskii was awarded the Order of St. Vladimir 2 nd degree with the rescript: “State Secretary Speranskii ours! Great works of your committee on the improvement of religious schools, in any way you have contributed so much to the end of the case, useful for the clergy, we certify further that all kinds of orders you are doing, it is always to the delight of our” [3, p.122].

6. EDUCATION AND TRAINING CONCEPTS OF EDUCATIONAL AND PEDAGOGICAL TEACHINGS M.M. SPERANSKII

In the same 1808 December 11 a new note Speranskii was proposed to the Emperor, it was devoted to the problem of education. It was called "On the improvement of general public education." In other words, even if the educator-teacher pointed to the principle of motivation in training as an effective factor in the success of training. Reformer was looking for the cause of the small number of students in Russian universities and high schools. And it came to the conclusion that the whole reason was homeschooled in wealthy families with guest tutors and a small training program; the second reason was the teaching in private pensions (the lot of the middle nobility) and the teaching in state schools, where most of the trained "the poor people of the free states."

7. THE FORMATION OF THE EDUCATION IN MANAGEMENT SYSTEM IN SIBERIA

His educational activities Count M.M. Speranskii continued in Siberia from 1819 to 1822. Here, far from the capital, he did not forget about his dream it was to see the Russian people well-educated, so at every opportunity he attended educational institutions, took direct part in the affairs of schools in the most "poor condition", and he visited the finals in Irkutsk and Tobolsk offices.

In Russia, the use of teaching methods Lancaster schools, what were created in England by the method of teachers Bell and Lancaster, Speranskii took them into service in distant Siberia. On the personal initiative of M.M. Speranskii in Siberia, the first Lancaster School was established at the Irkutsk branch. "Lancaster method" was an entirely new educational institution in Russia, and had just begun to be introduced. This system of mutual learning has been developed on the turn of the century as a means to overcome the shortage of teachers in England. Tsar Alexander I was interested in the pedagogical theory of British scientists, having become acquainted with them at the time of the Napoleonic wars. Yet in 1816, President of the Academy of Sciences S.S. Uvarov sent four students to study Russian in Lancaster technique. The idea of it was that the older students were capable of the younger elementary subjects. For thousands of students needed only one trained teacher. This method was cheap, simple and effective, became popularity first in England, then on the continent, and then in Russia. In St. Petersburg, these schools were engaged Decembrists F. Glinka, F. Tolstoy, S. Troubetzkoy, who banded together in the "Free Society Schools Institutions" by the method of mutual learning and open such schools from 1818 to 1822 years. As these were acquainted with the Siberian region, finding there the abyss violations - injustice, violence and universal illiteracy - Governor General exerted huge efforts to organize to Siberia any educational institutions in pursuit. The goal was to destroy the hopeless ignorance of the people. His concern for the national education reflected in Siberian institutions and statutes, what he created.

Well understanding, how it is important the relations of Russia with the East, M.M. Speranskii gave the study of oriental languages and paramount importance and proposed during his governorship in Siberia in Irkutsk to restore learning Chinese, Manchu, Mongolian, Tibetan and Japanese. It had collected a large number of books in these languages in the Irkutsk gymnasium.

8. THE FORMATION OF A NEW SOCIAL CLASS SYSTEM OF EDUCATION

After the uprising of the Decembrists, Nicholas I in 1825 is extremely concerned about the stability of the country, knowing that revolutions occurred, for reasons both political and social, and therefore demanded that the Russian system of education in any case does not undermine the existing social order. In this regard, he argued against the concept of "democratic ladder" and the policy of "open access" to education laid down in the Statute of the 1803-1804.

For December 6, 1826, the Ministry of Education was instructed radically to revise the whole system of public education. "Schools, the Committee device" created the special. Speranskii as the founder of the academic affairs and education reform was invited to the newly formed Committee on the proposal of the Minister of Education, A.S. Shishkov (1824-1828). The result of the Committee's activities, which existed until 1835, were as follows: (1) the Statute high schools and Colleges County and parish in 1828, and (2) the University Statute in 1835. It was keeping the types of schools started back in 1804, the Statute of 1828 declared their class accessory: in parish schools were instructed to teach the children of peasants and burghers, in the county - merchants children were educated in gymnasium - the children of the nobility. In accordance with that, the content and teaching methods were drawn up curricula.

The old structure of schools was destroyed schools. Training one-class of parish schools, was aimed at children "for the lower states," limited to the teaching of God's law, civil and ecclesiastical read print, letters and the four rules of arithmetic.

Serfs were forbidden admission to secondary and higher education institutions. County colleges were identified exclusively for people of the third estate - merchants, craftsmen and wealthy burghers. The purpose of training them was the preparation of pupils for purely practical activity. Under the new program, they taught the law of God, sacred history, Russian language, arithmetic, geometry, geography, history, calligraphy and drawing. Duration of training began three years. Now the district colleges did not prepare students for high school. The continuity of their curricula and programs was destroyed. The main objective of the reform of 1828 was allowed orientation each, what was isolated from each other levels of education. Gymnasias, what were designed for children of nobles and officials have kept continuity with the universities. They prepared high school students for higher education and gave them the opportunity to enter into life with the knowledge "of their decent." At school they studied literature and logic; foreign languages - Latin, German and French; mathematics, geography and statistics, as well as the history of physics. In secondary schools, located in university towns, introduced the Greek language. Thus, the gymnasium became a classic.

The task of the Committee was in the collation of all the educational institutions of the empire, starting with the parish and to universities, to the interests of "the proper and necessary uniformity." The work of the Committee for various reasons lasted until 1835. In Russian universities previous letters were replaced by a common Statute, a building of their lives is to unite. Under the monotony of uniformity was understood organizational system and of the teaching process, the development of a specific science.

Two measures were prescribed: the codification of all the orders of the Ministry and based on its publication of the general statutes for all educational institutions. In the manifesto of December 19, 1825 it was said, stating education is one of the best ways against "contagion from the outside brought to us, but not brought out of the midst of Science" [5, s.682]. The Committee had to identify the writings, which must be learnt to learn, "it is to prohibit any arbitrary teaching exercises on arbitrary books and notebooks." It was recommended to remove old teachers, replacing them with new teachers, capable, knowledgeable scientists, and to create universities fresh spiritual atmosphere, "whose attracting power to impact on the young generation of itself and would be brought up by them in respect to science, before the moral authority, would have power over minds, but in addition to any punishment "[5, p. 10].

The reorganization of the country's universities in the interest of a serious scientific teaching proper impact of science on society consigned nation-wide institutions. However, there was another side, it is a "musty life themselves Russian universities, what in its mental stagnation, reached a maximum. Government duty was to refresh, cleanse and elevate ruined of the temple of science, infuse in them a new spiritual atmosphere, and to approve the "monotony" of science, because science is alone "[5, s.683].

M.M. Speransky, S.S. Uvarov, Count Lambert, Count Lieven, and other well-known public figures represented the Committee. From time to time, the Committee has been changed. A wide public interest in the Slavic peoples and the activities of higher education institutions in this matter, in particular, was resulted in the need of Slavic official recognition as a university discipline.

With the New Statute in St. Petersburg, Moscow, Kharkov and Kazan universities, it was provided for the establishment of departments of history and literature of the Slavic dialects.

It is to prepare for a professorship at the faculty attracted talented young scientists are sent to long-term scientific missions. Among them were Professor of philology O.M. Bodyansky, I.I. Sreznevsky, V.I. Grigorovich, they traveled to the Slavic lands. There they met with a number of languages and dialects, to collect more folk and ethnographic material, acquired a solid knowledge in all areas of Slavic, strengthened scientific and friendly relations with prominent Slavic scholars.

All colleges in Russia were subject to the universities, and this came out strongly against M.M. Speranskii. He strongly criticized this provision, arguing that the School's committee it was relied to exclude from the Statute. School district should be distributed and depend on the universities in one respect only - in the supply of teachers and teaching books. He listed all the reasons that "subject to the universities to school it would be useless and even harmful. M.M. Speranskii emphasized that the university is focused people dedicated to science, they must continually follow "for its movement," they continually have to delve into their subjects, constantly learning to teach usefully. The reformer asked what use would be the society, if the professor left his chair, his lectures and classes, suddenly turned into a carrier, will jump headlong to distant lands for viewing schools.

The Statutes passed in 1835; all schools in the management of the trustee, now dwelled in the district, allowed him to act without intermediaries, and on-site control of all affairs. The centralization allowed establishing uniformity, it is distinctive quality system developed by the Commission. Programs and textbooks for all levels of education define strict rules. The Minister of Education used the centralization and inspection for control over the education system, and to improve its performance.

The only reason that didn't allow to expand properly the network of educational institutions, was a shortage of teachers. Those, who worked, were too poorly trained to improve the quality of teaching, too poor to use at least so.

9. A MANAGEMENT OF FORMATION OF TEACHERS

Last Committee, which worked on the great reformer of education and presided over it, was founded February 4, 1837. It was composed of M.M. Speranskii, Count Benkendorf, the Minister of Education S.S. Uvarov and Interior Minister D. Bludov "it was reviewed the existing regulations for admission to educational institutions people unfree status, as well as teaching subjects in schools now and in belonging to particular persons, which brought their serfs" [9, p .4].

The real schools existed in Russia and were founded by private people and served to gain knowledge in the field of agriculture, surveying, factories in which verbal sciences were not the main and auxiliary object of study. Private initiative was shown exclusively in the field of general education. Real and technical schools were all state-owned and served practical departmental needs.

All these colleges were taken into account - data on schools and schools have been clarified and the estimated number of people enrolled in them. According to the information collected, there was no contradiction in the fact that "private schools should promote forms of government in the spread of education" [9, p.9].

In special schools the Ministry of Finance, children were learnt a wide variety of titles and only Egersky Lisino Gorygoretskoy College and agricultural school had some small part of the serfs. The mining and metallurgical schools is 3567 pupils were children of the “lower ranks of the mountain.” As calculations showed, the peasants and serfs were little, so that “nothing has revealed the danger of a government point of view the trend display education serfs of its intended range of elementary education law” [9, p. 13].

This work has not brought anything new to the improvement of education system of serfs. The highly experienced chairman presented his “final magazine” the end of work on 30 April 1837. Because of reform changes in the first half of the XIX century, progress has been made in the field of teacher training. These urgent problem reformers have been given serious consideration, since the development of new types of high school led to the need to develop measures for the formation of teachers. In accordance with the “Preliminary rules” was outlined a new system of training teachers for teacher training institutes of high school at the universities [8, p. 13]. The Statute of 1804 contained a special section devoted to the development of educational institutions that their main aim was to train teachers for high schools and teachers for higher education. The educational institutions began to open in various cities of Russia: Kharkov (1811), Kazan (1812), in Derite (1820) and St. Petersburg (based on teachers’ seminary, later transformed into the Main Pedagogical Institute). The activity of each teaching institution based on common requirements and government documents.

The Chief Pedagogical Institute in St. Petersburg played a very significant role in the history of Russian pedagogy. It was prepared not only to the teachers, but also for high school science workers. To expand the content of education approached it to university. This recognized the need for a university education for secondary school teachers.

The Chief Pedagogical Institute trained the teachers for secondary schools, masters, adjunct professors for the schools of the empire. It acquired the rights over all teaching institutions at universities. All institutions should be reported to the Chief Pedagogical Institute information.

The Institute graduates had a positive influence on the development of the Russian school. Thus have contributed to the development of Russian culture and education. It is interesting to experience of teaching practice of the institution, in the conduct of which the students were given greater autonomy. The main objective was to ensure the practice to equip students with the skills to transmit knowledge to students in accordance with their age characteristics. Naturally some difficulties have been, in the organization and conduct of teaching practice. First is the lack of experienced and qualified teachers, the activities of which would monitor the students during the period of practical training, the lack of trainers on special subjects. For these reasons, pedagogical practice didn’t always achieve the desired results. Nevertheless, it was carried out regularly and all courses [7, p. 157].

However, the most important part of the school reforms of the early XIX century was device parochial schools, and was made the least satisfactory. The parish schools held by the charity, while the content of high schools and universities provide the state.

Much of the credit M.M. Speranskii - its participation in the formation of the institute of Professor at the University of Derpet. The Reformer made a program on jurisprudence for this school.

Committee members unanimously recognized the need to improve the quality of university teaching and encouraged to increase domestic professors.

10. CONCLUSIONS

Thus, the process of management reform at the end of the beginning of the XVIII-XIX centuries. It is not only the history of the changing goals of education, but also a history of changing social conditions, settings, queries,

which are built into the organizational practice. The history of management is no single opinion on the contribution of M.M. Speranskii to the development of the education system. However, thanks to administrative activity the educator to the thirties of the XIX century had to the golden age of the universities. It was the best period in the history of high school Russian, major advances engineering education and science, the birth of Oriental Studies, studying Turkish, Arabic, Persian, Slavic Studies, Classical and general philology, the creation of historical archives, archeology development.

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