

Nikolai Kh. von Wessel is a leading expert in the Russian education of the second half of the 19th century

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Abstract

The article in its entirety describes the fate and pedagogical activity of Nikolai Kh. von Wessel. The approaches to the formation in Russia of a popular, democratic, classless and continuous education system are presented. The potential of the pedagogical heritage of Wessel for the development of modern Russian education is justified.

Keywords: educational policy, Nikolai Kh. von Wessel, history of pedagogy and education, comparative studies, management of education, pedagogical journals.

Development of military-pedagogical thought and military education in Russia in the second half of 19th – early 20th centuries

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Abstract

The author of the article briefly examines some topical aspects of the multifaceted and diverse process of development of Russian military pedagogical thought and military pedagogy in the second half of the 19th and early 20th centuries. The author also shows that during this period military pedagogy also began to develop intensively and progressively. It was during this period that, for the first time in the history of Russian pedagogy, a dynamic and fruitful integration of the efforts of the entire pedagogical community was carried out. These efforts were aimed at reforming the system of military training and education. The author notes the great

contribution of military educators D. A. Milyutin, M. I. Dragomirov, S. O. Makarov, G. A. Leer, and others to the development of Russian pedagogical thought.

Keywords: pedagogy, education, education, military reform, military pedagogical thought, military education.

Educational ideology of Russian populism (Narodnik movement)

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Abstract

The article examines the problem of investigating the enlightening (educational) ideology of Russian populism in the second half of the 19th century. The historical analysis of the pedagogical views and activities of prominent representatives of the populism movement of P.L. Lavrov, P.N. Tkachev, N.V. Shelgunov, A.P. Shchapov, S.N. Yuzhakov is presented. The main works of thinkers-populists, devoted to questions of reforming of secondary and higher school, distribution of literacy, pedagogical criticism are characterized.

Keywords: populism, populists, history of pedagogy, history of education, pedagogical heritage.

Contextual understanding of the ideas of humanism in the Islamic cultural tradition

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Abstract

The article reveals the concept of humanism, in its European understanding, as well as the basic ideas of the humanization of education in the Western European tradition of the Renaissance. The article draws a parallel between the Islamic cultural tradition in its contextual understanding of anthropocentric representations in learning and comprehension of knowledge. The aim of the study was to identify related definitions of humanism and the subsequent formation and development of the humanistic thought of Muslim society. As methods the analytical analysis of the selected literature on the topic of the study and evaluation of expert opinions were selected. The main ideas of the work reflected not the parallel development of the

two directions of humanistic thought, the European and Muslim traditions, conditioned by different socio-geographical conditions. Also, a special theocentric structure of the Muslim society was noted, in which the formation of humanistic ideas took place and the humanistic ideas developed the mainstream of Muslim thought.

Keywords: humanistic values, humanism, educational activity, Muslim culture, Islam.

Collection of aphorisms or a book for elementary reading in school Reader for Schools? Original genre in *Disticha Catonis*

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Abstract

The article is devoted to the problem of genre in so-called *Disticha Catonis* – a collection of verses composed in Late Antiquity and widely used in the Middle Ages as a textbook for beginners studying Latin at school. The author outlines editorial history and translations of *Disticha*, focuses on supposed functions and inner form of the collection. The variety of topics, on which verses are concentrated, is exemplified by some poems in the third book. The heterogeneity played a good role to increase the popularity of the collection as an educational medium in the medieval and early Modern education in whole Europe.

Keywords: medieval school, textbook, *Disticha Catonis*.

Element “Water” in the John Amos Comenius’s “The Visible World in Pictures”

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Abstract

The article looks closely at the elements presented in the "Orbis Sensualium Pictus" by John Amos Comenius. This time the author dwells on the concept of 'Aqua'. The student is introduced to the concept of water as an essential element of the world

through pictures of the visible world contained in the Encyclopedia. The sections related to the bilingual concept mirror each other. On the one hand, we see a visual series, numbered in the order the author arranges the language material. On the other hand, we see the language series, which includes the actual text describing the concept and the glossary with the translation of the main lexical units on the topic. These correspond exactly to the visual picture. The text is extremely precise, consistent and logical. Comenius emphasizes the greatness and significance of the element of water stylistically through the personification of water, which manifests itself in various hypostases. The picture of the element of water by John Comenius suggests the idea of the divine power of the universe, which brings man closer to God and helps them to find their place in the surrounding world.

Keywords: history of education, John Amos Comenius, Orbis pictus, pedagogical semiology, concept, textbook, illustration.

Ukrainian Cyrillic primers printed in the 18th century in the Russian State Library

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Abstract

The article is devoted to the study of the Ukrainian Cyrillic Primers (Alphabets) of the 18th century kept in the collection of the Department of Rare Books of the Russian State Library. The editions of printing houses of Kiev, Chernigov, Lvov and Pochaev have been studied. The history of the publications of the Primers is considered. Also the composition of books, features of printing and elements of artistic decoration have been studied. Preservation of specimens is noted, origins, ex-libris are indicated, seals, records and litters are reproduced, and the binding has been described.

Keywords: primers, alphabet, school education, history of printing, books of the Cyrillic press, Ukrainian printing houses of the 18th century.

Anthologies on the history of education in France: heritage and experience

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Abstract

The authors analyze the experience of creating textbooks in French history of education, centered in research projects, institutes and universities. The aim is to identify the repertoire of anthologies on the history of education, published in France at the beginning of the 21st century. On the basis of the collected bibliographic, historiographical and bibliological material, the framework and range of such publications have been studied, their status, targeting and role in teaching, studying and presenting the history of education in professional circles and in a wide audience are clarified. Two variants (directions) within a single "genre" of anthology on the history of pedagogy are identified and considered. One option relates to an anthology of a historical period (within a country or at the international level). The other is the study of the history of one pedagogical idea. It is found that both in the first and in the second cases, it is possible to create an anthology, which includes materials of a very limited chronological period, if the educational system of this period or the idea developed extremely quickly.

Keywords: History of education, anthology, teaching manual, instruction, professional education.

Textbook destined for child or for adult? The didactic attitudes prevailing in Russian and British pedagogical approaches in 19th century

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Abstract

Russian and British didactic attitudes toward creating of educational textbooks and educational process management in secondary and high school are analyzed in the present article within the framework of humanistic psychology.

Keywords: textbooks, didactic attitudes, pedagogics, ratio, anthropocentrism, suggestion, manipulation, Parent, Child, Adult.

**Logic and visibility: method for teaching reading and writing according to
Kh.V. Korchinsky**

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Abstract

Despite the fact that the sphere of pedagogical science and educational practice of the beginning of the 20th century is widely diversified, there are still little-known names of Russian educators who left a significant scientific and methodological heritage. One of them is Khrysanth V. Korchinsky.

On the basis of the analysis of didactic and methodological works we revealed the features of pedagogical views and activities of Kh.V. Korchinsky, as well as determined the role and place of his "Programme of the scientific and didactic association of the primary visual education" in the history of pedagogical thought.

Structurally functional, comparative analysis of texts and the visual series of Kh.V. Korchinsky's "Primer", theoretical analysis of his methodical manuals and polemical publicistic works. Linguocultural, semiotic, problem-chronological research approaches have been applied.

Pedagogical views of Kh.V. Korchinsky are integrally reconstructed and defined as a "logical approach" to literacy.

The boundaries of ideas about the repertoire of the primer used in Russia at the beginning of the 20th century and the methods of literacy training laid down in them have been expanded. In the scientific revolution, sources not previously known to historical and pedagogical science were introduced.

Keywords: primer, literacy, method, visual training, Kh.V. Korchinsky.

**Word and image: whole-word method in Russian primers at the beginning of
the 20th century**

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Abstract

Improving today the methods and techniques of teaching children to read and write, it is important to pay attention to approaches that have been worked out and approved by the methodologists of the past, to see their positive and negative characteristics.

Based on the analysis of textbooks published in Russia at the beginning of the 20th century, to provide a historical, pedagogical and linguistic evaluation of the whole-word method, to reveal its strengths and weaknesses in Russian literacy; determine the role of visual aids in this methodical approach.

Theoretical analysis of the primers and methodological recommendations by A. V. Dudyshkina, A. I. Zachinaiaev, M. N. Ostrovskaya; a comparative analysis of the texts and visual series.

Positive (high motivation for learning due to sensible initial reading, development of the child's autonomy and creativity, including work with visuals) and negative (inconsistency with the grammatical structure of the Russian language) of the method of whole words have been revealed.

On the basis of the linguistic, methodological, historical and pedagogical analysis of the primers of the beginning of the 20th century, the advantages and disadvantages of the whole-words method in Russian are determined.

Keywords: teaching reading and writing, whole-word method, visual training, visual aids, A. V. Dudyshkina, A. I. Zachinyaev, M. N. Ostrovskaya.

Russian society of the second half of the 19th - early 20th century in the texts of problems in arithmetic in educational literature

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Abstract

The article is devoted to the problem of presentation of the image of the Russian society of the second half of the 19th - beginning of the 20th century in the texts of arithmetic problems. The words problems are widely used in Russian educational literature since the mid-19th century. The authors of the manuals tried to make the plot of the problem understandable and close to the students. So there were texts in which representatives of the layer of the intelligentsia reflected their vision of the life of the common people.

The division of society into estates and classes accepted in historical science has not found reflection in texts of arithmetic books of problems which were widespread in the second half of the 19th - early 20th century. The analysis of the texts of word problems revealed a tendency towards the division of characters according to the type of work. It is impossible to track purposeful reproduction by authors of books of problems of a certain structure of society. The number of characters representing

productive and non-productive work is approximately equal. Characters are described quite monotonously. Almost always their work is taken as a basis of a plot, the social relations are less often described.

Authors of books of problems on arithmetic did not set the task of formation in minds of pupils of a certain conception of the society of the Russian Empire of the second half of the 19th – the beginnings of the 20th century. To be the understood pupils, they have created model of this society. This model could not be perceived by pupils as real, but it met expectations of authors of books of problems of life of the Russian society.

Keywords: Russian society of the second half of 19th – the beginnings of the 20th century, model of society, mathematical education, books of problems on arithmetic, word task.

Images of Reality in the Primaries of the Russian Emigration of the early 1920s

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Abstract

Textbooks prepared and published by the Russian emigration of the first wave are considered in the article from the point of view of the composition of the first phrases placed in their alphabet parts before the transition to small plot reading stories. The corpus of these phrases shows not only the open and hidden curriculum, that is, what the compilers wanted and what they did not want to teach the children as the meanings of the first studied sentences in their native language. Their structure and sequence, frequency of the subjects and events affected in them allow to see and investigate that "third curriculum" which unconsciously included in textbooks and owing to reflection in language of perception of daily life of the adults and children thrown out on a foreign land from the homeland, which in the same foreign land had been turned. The study of 16 manuals published in Latvia, Estonia, Germany, the Czech Republic and Poland, leads to a conclusion about the significant differences of this curriculum from the Russian textbooks of the 1890s-1910s and from the Soviet textbooks of the 1920s.

Keywords: Primer (ABC book), Russian emigration, refugee education, elementary school.
