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History of public education in Khakassia (Second Half of the 19th – Beginning of the 21st Century)

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Abstract. The pandemic and the transition to distance learning caused objective difficulties in the field of education that requires working out new educational technologies, testing adequate methods of their implementation, and improving measures to support education as one of the priority areas of social development. Based on archival and official documents, the authors take advantage of the historical experience of the formation of public education in the country as a whole and in its regions, in particular. The article focuses on the problems of the formation of public education in Khakassia in the second half of the 19th – at the beginning of the 21st century. The purpose of the article is to analyze the main periods of the formation of public education in Khakassia that are caused by political events in Russia. There were singled out three stages of education development: Pre-Soviet, Soviet, and modern.

Keywords: public education, Khakassia, pre-Soviet period, reform, school, university, professional education.

Research area: 07.00. 00 – history and archaeology

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Из истории народного образования в Хакасии (вторая половина XIX – начало XXI в.)

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Аннотация. В условиях пандемии и перехода на дистанционное обучение в сфере образования обнажились объективные трудности, преодоление которых требует отработки новых образовательных технологий, апробации адекватных форм и методов их реализации, совершенствования мер по поддержке образования как одной из приоритетных сфер общественного развития. В этой связи возрастает необходимость обращения к историческому опыту становления народного образования в целом по стране и в ее регионах в частности. В центре внимания статьи – проблемы становления народного образования в Хакасии во второй половине XIX – начале XXI вв. В течение указанного периода в сфере образования накопился значительный положительный опыт решения сложных проблем. Цель статьи – проанализировать основные этапы становления народного образования в Хакасии, которое происходило под воздействием общероссийских факторов и условий. В исследовании учтены последние достижения в области историко-педагогических наук, использованы архивные документы, официальные документы.

Ключевые слова: народное образование, Хакасия, досоветский период, реформа, школа, университет, профессиональное образование.

Научная специальность: 07.00. 00 – исторические науки и археология.

Introduction

The growing interest in the history of the education system is associated with the necessity to find new methods and forms of organizing educational work. It requires rethinking of the historical and pedagogical experience, important information about the origins and ways of development of the education system in Khakassia and in Russia as a whole. In this regard, regional historical and pedagogical research is particularly relevant and important.

Among the historical and pedagogical works devoted to the study of this issue, the works of scientists of the post-Soviet period deserve special attention. These are the works of A. P. Belikova, G. F. Bykonya, K. I. Sultanbaieva and many others (Belikova, 2006, pp. 86–89; Bykonya, 2015, p. 264; Sultanbaieva, 2014, pp. 107–111; 2018, pp. 101–111). A significant contribution to the development of the problem was made by the staff of the State Institution of the Republic of Khakassia «National Archive»,

that prepared a collection of documents from the funds specializing in the history of the development of public education in Khakassia in 1831–2008 (Public Education, 2020, p. 252).

Statement of the problem

The development of the education system in Khakassia¹ was influenced by All-Russian and local factors that determined the stages and results of its formation. In its development, education has undergone all historical peculiarities of all periods of the national history – pre-Soviet, Soviet and modern.

¹ In pre-revolutionary Russia, the Khakassians (in Minusinsk, Achinsk, Abakan), who were called Tatars, in 1822 were classified as nomadic foreigners. Four Steppe dumas were created as part of the Achinsk and Minusinsk districts of the Yenisei Province to manage them. In 1923, the territory inhabited by the Khakassians was separated from the Minusinsk and Achinsk uyezds into an independent uyezd, which was transformed in 1925 into a district. In 1930 it was transformed into an autonomous region, first as a part of the West Siberia, and since 1934 as part of the Krasnoyarsk Krai.

Discussion

The clearest picture of the development of education can be seen in consistency of the reforms. According to researchers, the peculiarity of the Pre-Soviet period is that all reforms in education were initiated by a definite person – the emperor, a minister or a prominent statesman at the court (Sitarov, 2019, p. 201). The supporters of Alexander I, M.M. Speranskii and V.N. Karazin, implemented the first fundamental educational reforms at the beginning of the 21st century (Boguslavskii, 2006, pp. 6–7). In 1802, the reforms of state administration in Russia initiated creating the Ministry of Public Education, Youth Education and the Dissemination of Sciences. It was the first central state body that was responsible for the education and upbringing of citizens. It was important that the Ministry of Public Education developed a complete and coherent plan for the organization of a unified education system (including four stages) in 1803. Alongside the achievements of the project to create a coherent system of educational institutions, there were many other large-scale tasks in the field of education. The most important was the education of the peoples of Russia.

The first attempt to create a national school for the education of children of the Yenisei Province was made in 1831, but it was unsuccessful because of financial difficulties. The primary church schools for peasant children, opening of which was recommended by the Synod in 1839, did not become widespread.

The liberal reforms of the 1860s –70s opened a new page in the development of education of the Siberian peoples. During the implementation of the reforms in pre-revolutionary Khakassia, there were different types and stages of school education, as well as private and home education. In 1863 the first single-class school for Khakas people was opened in the village of Ust-Abakan; it was subject to the department of the Ministry of Public Education (Mokhov, Mokhova, 2009, p. 27). In 1867, the ministry schools were opened in the villages Ust-Yerba and Khizinzul. There is no information about their activities in subsequent years, that is why researchers assume that they functioned no more than a year (Ibid, p. 29).

Another ministry school was opened in 1869 in the village Askiz in the centre of the Sagai Steppe Duma. A major gold miner P.I. Kuznetsov took an active part in its opening. A little later, some schools were opened in the village of Beia and Tashtyp, which were under the jurisdiction of the Ministry of Public Education (MPE). A great attention was paid to the study of general education subjects at schools. It should be emphasized that during that period there were made attempts to create unified textbooks. For instance, the Ministry of Public Education of the Russian Empire recommended using «a special catalogue of ABC-books, books for reading, textbooks on arithmetic and geography in primary public schools in 1871»².

Church parish schools (hereinafter referred to as CPS) also belonged to the mass educational institutions of the primary school for the indigenous peoples. According to the «Rules of Church parish schools (June 13, 1884)», they were supposed to be a reliable protection of the truths of the Orthodox faith «and a means of cultivating loyalty to the tsar and the fatherland». On June 24, 1884 the Holy Synod called on the priests to be «responsible in their sacred service» in the cause of educating the indigenous peoples. The decree of the Ministry of Education called for all possible assistance to parochial schools. There were two types of parochial schools. Most of them belonged to the lower-level schools where pupils studied for two years. The second type included higher-level schools where pupils studied for four years. Until 1902 admission to the school did not require prior knowledge and tuition fees. The main subjects taught at the CPS were the Law of God, reading church and civil literature, writing, and elementary arithmetic. Only the latter was taught by non-ecclesiastical teachers (Bykonya, Fedorova, Cenyuga et al., 2014, pp. 61–62).

Changes in the education system took place after the First Russian Revolution. There were 50 schools in Khakassia in 1916: seven of them were ministerial and 13 were parochial. Orthodox missionaries witnessed the active inhabitants' desire for literacy: having graduated

² NARKh. F. I-2. Op. 1. L. 9821. Page 6.

from the missionary school, they would study at teachers' schools and return to their native places to teach their fellow tribesmen to read and write. A great contribution to the spread of education was made by G. V. Kirbizhekov, V. N. Okunev, G. I. Itygin.

In general, the formation of the public education system in pre-revolutionary Russia, in particular, in Khakassia, remained incomplete, since there was no comprehensive system to be represented by different types of schools (ministerial, parochial), the lack of consistency between them, and the lack of a system for training teachers (Boguslavskii, 2006, pp. 5–22, Mahno, 2013, p. 27).

1917 became a milestone in the development of education. In accordance with the provisions of the first decrees of the Soviet government on education, the school was separated from Church, religion classes were abolished in all kinds of institutions, all educational institutions became public and started to be subject to the Commissariat of public education. The national, class, religious constraints and teaching of ancient languages were discontinued, the old structures of school governance were destroyed, private educational institutions closed (Sitarov, 2019, pp. 201–211).

Adoption of «Regulations on the unified labour school» and the «Declaration of the unified labour school» had the most significant impact on the reform of the Soviet school. In accordance with the Papers a uniform system of learning was introduced; it was funded by the state and had two levels of education: 5 years of training in the primary school, 4 years – in the secondary level. Those types of learning had undoubtedly considerable progressive potential.

The researchers noted, «the reforms established the democratic principle of a unified, free of charge school, accessible to the entire young generation, regardless of social and property status and nationality» (Boguslavskii, 2006, p. 17) This principle meant that all parts of the public education system were connected in succession that allowed young people without any obstacles (unlike pre-revolutionary schools) to move from the initial stage of education to higher ones. Coeducational learning

of both sexes was introduced, and equality of men and women was established not only in the field of education, but in all other areas of public life. However, the reform of 1917–1930 was carried out in line with strict class and party approaches that led to excessive ideologization and politicization of educational programs, especially in humanitarian subjects.

The lack of the unified program of education and upbringing of schoolchildren was the most urgent thing at that time. In order to solve the problem in 1921 the State Academic Council was created to develop a comprehensive program for first-level schools by 1922 (Mokhov, Mokhova, 2009, p. 85).

The campaign of eliminating illiteracy in the Minusinsk district of the Yenisei Province as the territory of compact habitation of the Khakas people, began in 1920–1925. The solution of this problem required not only the involvement of representatives of the Russian and Khakass intelligentsia in the Soviet government, but also the solution of the issue of training new personnel. The Minusinsk Department of Public Education organized four-month courses for training school teachers in August 1921. More than twenty people from Khakassia were trained there. The graduates received an education corresponding to one grade of the national school (Mokhov, Mokhova, 2009, p. 108). However, it did not solve the problems of personnel because of general shortage of teachers and low educational level of the population.

The creation of the Khakass Uyezd of the Yenisei Province in 1923 gave new prospects for the development of public and cultural education of the population. In 1924–1925, the network of schools enlarged, the Khakass writing system was created, and the school teaching in their native language began. An attempt to base Khakass writing system on the New Turkic Alphabet was made in 1929, but in 1939 reverse transition of the Khakass alphabet to Russian graphics was announced.

The next step of the changes in education system was the introduction of universal compulsory education in 1930 for the children aged 8, 9, 10 years in four-grade primary school. At the same time, compulsory education was in-

troduced for adolescents aged 11 to 15 years who did not have primary education. According to the researchers' data, in 1931 there were 180 schools in Khakassia, where 15 thousand children were enrolled. In 1932, the Khakass Regional Council decided to introduce primary general education in the region. There were total 29,000 students in Khakassia in 1935. In 1939 the primary universal education was implemented and the task of transition to universal seven-year education was set (Bykonya, Fedorova, Cenyuga, Mesit, Voroshilova, Veber, Cenyuga, 2014, p. 148). There were no educational institutions of higher and secondary education in Khakassia, so young people were sent to the capital or other cities for training. Thus, representatives of Khakassia studied at universities and technical schools in Moscow, Tomsk, Krasnoyarsk and other cities (Ulturgashev, 1963, pp. 127–132, Mamysheva, Ivandaeva, 2015, p. 101).

The first vocational secondary educational establishment of Khakassia for the training of specialists was Abakan teacher's training school, founded in October 1929. It made a significant contribution to the building of the national education system and the formation of the national intelligentsia (Asochakov, 1983, p. 76). The creation of the Khakass Autonomous Region in 1930, the development of industry, and the mass collective farm movement conditions caused the development of secondary vocational education. The Abakan Agricultural School (now the Agricultural College) was founded by means of the resolution of the Khakass Regional Executive Committee in 1932. This educational institution provided training for agricultural specialists: veterinarians, stock-breeders, meliorators, builders (Ibid, p. 146). The Medical School was established in 1934. That event heralded the beginning of the training of qualified specialists with secondary medical education.

The transition to universal 7-year education in the country completed in the second half of the 1930s. Although much work had been done to train teachers, the problem remained acute. In the autumn of 1939, the Teachers Training Institute was founded in Abakan, that marked the beginning of higher vocational ed-

ucation in Khakassia (Ulturgashev, 1979, pp. 84–100).

However, the peaceful life of the Khakass people was interrupted by the Great Patriotic War. In the first days of the war, many students and teachers joined the Red Army. In 1942, Military Aviation Pilot School was transferred from the 2nd Separate Red Banner Army of the Far Eastern Front to the town Chernogorsk. The Aviation Pilot School in the Republic of Khakassia was staffed mainly due to the previously disbanded schools and flying clubs of the Siberian Military District. As a result, in 1943 the school was awarded the 2nd place in the Siberian Military District (Bykonya, Fedorova, Cenyuga, Mesit, Voroshilova, Veber, Cenyuga, 2014, p. 241).

All social spheres of life were rebuilt on military rails. Hospitals were housed in school buildings, Medical School, Teachers' College, an academic building and dormitory of Teachers' Institute³.

In 1944, the leadership of Khakassia sent the appeal to the Krasnoyarsk and Moscow authorities to establish a pedagogical institute. On February 10, 1944, the Council of People's Commissars of the RSFSR adopted a resolution to establish the Abakan State Pedagogical Institute with three departments: Russian Language and Literature, History, Physics and Mathematics. The official closure of the teachers training institute took place only in 1954 when the training of teachers for the seven-year school lost its relevance. The Abakan State Pedagogical Institute turned into a forge of pedagogical personnel for Khakassia (Ulturgashev, 1979, p. 88).

The war dealt a serious blow to the public education system of Khakassia, slowing down its progressive development. At the same time, it showed its ability to adapt to the most difficult conditions, without losing its basic principles. All parts of the public education system continued to work clearly and smoothly, ensuring the training of specialists necessary for the needs of the front and rear.

After the end of the Great Patriotic War, Khakassia again began to develop the education system. In October 1945, the Khakass

³ NARKh. F. P-2. Op. 1. L. 830. Page 104.

Secondary Boarding School for children was opened (Khakass National Boarding Gymnasium named after N. F. Katanov)⁴. The legal basis for the establishment of the school was the Decision of the CPC of the RSFSR adopted on September 27, 1944, No. 684 «On measures to help the Khakass Autonomous Region in Krasnoyarsk region». It declared «to establish Khakass Regional National Secondary Boarding School for 200 students and give the necessary funds for this purpose...» The opening of that school was «a necessary measure of the state to provide assistance to Khakass large families, children of the parents who died in the war, as well as parents engaged in agriculture (shepherds)»⁵.

In accordance with the law «On strengthening of ties between school and life and on the further development of public education in the USSR» (1958) the universal compulsory 8-year schooling was implemented instead of 7-year training. The transition was made in 1963. The extending of full secondary education from 10 to 11 years was planned on the basis of combining study and work in a daytime school, evening school, or vocational school (Boguslavskii, 2006, p. 19). Two days a week daytime students were required to work in a factory or on a farm. The graduates received a General Certificate of Education and a Certificate of Specialty. The network of evening and correspondence education expanded, benefits for entering the University were provided to the workers and farmers.

However, the idea of connecting the school with life was poorly implemented. The mass transition of schools to industrial training did not take place because of the lack of jobs for schoolchildren. Only a small part of the graduates went to work according to their qualification. At the same time, the level of general education of students significantly decreased. Due to this, in 1964–1966, the school returned to the 10-year period of study, while maintaining the 8-year education as compulsory. Professional training remained only in those educational institutions that had the necessary material base.

Along with the opening of general education institutions in Khakassia, professional education continued to develop. In 1958, the labour reserves, which included craft schools, railway schools subordinated to various departments, were transformed into a state system of vocational education with the following main types of educational institutions – urban and rural vocational schools with 1–2-year training. Young men and women with an 8-year education were admitted to vocational schools. The increase of educational level of the youth expanded the list of vocations and introduced new directions sufficient to meet requirements of scientific and technological progress.

In 1960 the Music School came into existence. The School trained teachers of children's music schools and employees of club institutions. The students were taught different subjects such as choral conducting, piano playing, folk instruments and singing.

By the mid-1980s, there were two higher educational institutions in the Khakass Autonomous Region: the Abakan State Pedagogical Institute and the Abakan branch of the Krasnoyarsk Polytechnic Institute (1972). Future students entering the universities had the opportunity to choose a profession from 16 proposed specialties. The formation of the Sayan territorial production complex in that period boosted the demand for technical specialties.

In 1984 «the main directions of the reform of general and vocational schools» were accepted to improve labour education and vocational guidance in secondary school. Another aim of the reform was the implementation of universal vocational education for young people. The secondary school became an eleven-year-old school again, and was provided from the age of six (Sitarov, 2019, p. 208). The innovative moment of the reform was the introduction of a computer literacy course and return of the opportunity to get a vocation in a general education school.

The crisis of education of 1980s – 1990s was caused by both subjective and objective factors. Primarily the refusal from the principle of priority of public education led to a reduction in the share of education expenditures in the structure of national income. The so-called re-

⁴ NARKh. F. P-933. Op. 1. L. 4925. Page 12.

⁵ http://www.lawrussia.ru/authority/body_1933.htm

sidual approach was adopted as a basis where as public funds were directed to needs of other industries (Irkutskaya, 2010, pp. 31–34). In the period of the formation of a new Russian state, the law «On Education» was adopted in 1992. The main emphasis was placed on abolition of the system of compulsory universal secondary education, as a consequence, departure from unified educational institutions began, and the development of variable curricula was carried out.

Great importance was attached to the humanization and humanitarization of educational activities. Teachers gained freedom of creativity, and democratic features in the management of public education strengthened. According to the Law of the Russian Federation «On Education», the school got the status of educational institution that implemented different educational programs and provided the training and upbringing of the students. There were different categories of educational institutions: state (federal), municipal, and non-state (private).

At the same time the following types of educational institutions were identified: pre-school education, general education (primary general, basic general, secondary general education); institutions of primary, secondary and higher vocational education; special (correctional) institutions for disabled children, orphans and children deprived of parental care, as well as institutions of additional education for children and adults (Sitarov, 2019, pp. 201–216). Many innovations commenced inconsistency that entailed chaos in the educational system. State standards were introduced to regulate the activities of educational organizations. But the reform of the 1990s led to a serious disharmony in the organization and material support of the educational process.

The changes caused by the reform were also reflected in the education system in the region of Khakassia, that received the status of a republic of the Russian Federation in 1991. In January 1995, there were 274 operating schools in the Republic of Khakassia, that was rather fewer than in the early 1960s⁶.

⁶ NARKh. F. P-766. Op. 1. L. 18. Page 5.

There were also some changes in the system of higher education in the Republic of Khakassia. Under the Resolution of the Council of Ministers of the Republic of Khakassia the Abakan Pedagogical Institute was reorganised into a State University named after the famous scientist N.F. Katanov in 1994⁷. In 1995, the number of higher education institutions was increased due to the opening of Khakass Business Institute, and the number of students (7.5 thousand people) receiving higher education more than doubled compared to the period of the 1970s⁸.

The Federal Law «Higher and Postgraduate Professional Education» of 1996 legalized the activities of private universities. This initiated competitive movement among universities and their creative development. In 2001, there were five higher educational institutions with 15 thousand students in the Republic of Khakassia⁹. There were also 12 secondary vocational institutions in the Republic of Khakassia with a total number of students of more than 10 thousand people. The number of general education institutions also increased. There were 285 schools with 82 thousand students there¹⁰.

Since the beginning of the 21st century, the reform of the education system has been accompanied by changes in the content and structure of all levels of education, serious transformations aimed at entering the single European educational space on the grounds of humanism, openness, quality, and standardization. Significant changes took place in the system of preschool and general education. They were the introduction of the Federal State Educational Standard, specialized education, the Unified State Exam (USE) as the main and mandatory form of assessing the knowledge of school graduates, etc.

Today, great importance is attached to improving the system of secondary vocational education, so special secondary educational institutions have been identified – a technical school that implements basic training programs, and a

⁷ <https://arhiv.r-19.ru/upload/iblock/490/49079d9594107b-619156f2a80cfefd45.pdf>

⁸ NARKh. F. P-417. Op. 1. L. 341. Page 46.

⁹ NARKh. F. P-769. Op. 1. L. 1545. Page 1.

¹⁰ NARKh. F. P-769. Op. 1. L. 1545. Page 23.

college that provides a profound knowledge. In 2014, new Federal State Educational Standards were approved, and the process of training specialists in the system of secondary vocational training on a competence-based approach began with new professional programmes providing training for advanced technologies.

The system of higher education has transformed into a two-level education system: Undergraduate and Graduate, offering Bachelor's (four years) and Master's Degree (two years) programmes. After the adoption of the Law on Education of 2012, the programmes of training of highly qualified personnel, that were a part of the system of additional professional education, were assigned to the third level of education. For that purpose, the new list of specialties was defined, the Federal State Educational Standards of the third level of Higher Education were approved, and accreditation of educational programmes of postgraduate and doctoral studies was introduced.

The priority directions of education development in the 21st century (the century of global informatization) are the following: the development of distance and Internet education, the creation of a network of distance learning centres, support for the entry of the younger generation of our country into the open information community, the development of environmental education, and the shaping of planetary thinking.

The educational system in the Russian Federation is being reformed now. Currently there occurs an accumulation of empirical material and statistical data. Future generations of researchers will have to solve difficult tasks such as holistic and comprehensive review of the educational reform in the context of the

transformational processes of the post-Soviet period, an analysis of the regulatory framework, and the results of educational reforms at the federal and regional levels.

Conclusion

According to the researches of history of public education, three main stages can be identified in Khakassia. Their framework coincides with the main periods of national history: Pre-Soviet, Soviet and modern. Scientists note that each stage of the development of education is unique in its own way, because it experienced the peculiarity of each era. In Pre-Soviet period, the creation of a coherent system of educational institutions did not take place because many large-scale tasks remained unresolved, one of which was general illiteracy.

During the Soviet period, the USSR, including Khakassia, managed to create the strongest education system. It provided the citizens with broad guarantees of free education at all levels, ensured its mass availability and accessibility. Nonetheless, excessive ideologization of the Soviet education system caused crisis moments in the early 1980s. Education ceased to meet the socio-economic and cultural demands of society and the requirements of modern science.

After the breakup of the USSR and the communist ideology, the directions of state policy in the field of education changed, which created conditions for the search for educational variability. Many issues of modern education in the Russian Federation, and in Khakassia, in particular, require the close attention of researchers who are faced with the task of creating complex works.

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List of abbreviations

NARKh – state treasury institution of the Republic of Khakassia «National Archive»