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Articles and Statements

Stages of Naval Education Development in Ukraine (the 18th Century – Latter Half of the 20th Century)

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Abstract

This article substantiates the very notion of the term “periodization”. Based on analyzed sources, periodization of military-naval education in Ukraine was developed from the beginning of the 18th century to the latter half of the 20th century. The historical events that took place in this development are described in six stages. The first stage is the pre-Peter epoch (from the beginning of navigation to 1701). In this stage, the attainment of knowledge, skills and experience by sailors took place in the process of practical activity that corresponded to the content level of their trade. The second stage also marked the generation of the net of educational institutions for training fleet specialists. 1701 is considered by most scientists as the year of signing the “Highest Order” that founded military-naval education. This period commenced the opening of the first military-naval school, together with the creation of regular Russian fleet at the “Northern war”. The third stage of the development of military-naval education (1798–1877) is connected with specialization of training of fleet officers at the expense of differentiation of military-naval educational institutions. The beginning of the fourth stage (1877–1917) introduced the formation of multi-level military-naval system and naval technical education. This gave rise to additional professional education for re-training and staff professional development. The fifth stage of the military-naval education development brought the reproduction of the system of military-naval education (1918 – early 1950-ies). This phase is also brought the opening of the schools for fleet commanding staff. It is notable that the first military-naval educational institution of the Soviet period was built in 1918. Finally, the sixth stage introduced the creation of the remaining specialized educational institutions of the Navy (50–90-ies of the 20th century). Historians have characterised it as the deepening of scientific and technological education. Clearly, this gave rise to an increase in engineering and atomic nuclear science development.

Keywords: development stages, educational institutions, historical events, military-naval education, periodization.

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Introduction

It is commonly known from numerous sources that maritime education has come an exciting and complicated way. Starting from seafarers' training at vocational schools in the 18th century through to well-organized, multi-level system of professional education in the 21st century (Davy, Noh, 2016; Ryabukha, 2018). Though the priorities of maritime training in Ukraine were determined with regard to society development tendencies and scientific knowledge, they were always based on the previous successful experience (Bezlutska, 2017). The analysis of scientific references showed that a great attention was paid to the periodization of naval education development, though there is still a definite sphere for studies.

Periodization has been defined by academic literature as a method of classifying different stages or periods of some process with some specific reference. It also describes the various stages of societal development into periods that can be distinguished by certain characteristics or principles" (Pylypenko, Bilan, 2018; Usenko, 2017). For historical and pedagogical processes, this notion can be specified as a special arrangement that implies conditional division of some definite process into separate chronological periods, that contain events, significant in quality and quantity, according to some criterion of periodization. Additionally, periodization also looks into the logical distinction and the qualitative characteristic of classified periods (Smoly, 2011).

Being supported by the abovementioned definitions, periodization of the development of Ukraine's maritime education is an intelligent way to arrange the amount of information from the beginning of the 19th century up to the beginning of the 21st century. This approach offers a deeper knowledge about the changing states of the theoretical framework and implementation of maritime education in the south of Ukraine. Again, it is essential to choose the periodization criterion for historical and pedagogical events within this period of time in order to identify the periods of maritime education development. It is essential to note that periodization of various aspects of human development have been studied in Ukraine. Nonetheless, there is a paucity of scientific reviews on maritime education, especially on the south of Ukraine since ages (Issurin, 2010; Horak, 1975; Kernyakevych-Tanasiychuk, 2016). With regard to specifics of the subject of research, this paper analyzed the national reforms in the sphere of education. It also reviewed the sociopolitical changes that affected the content or framework of maritime education as a component of production sphere and vocational education system. Additionally, scientific and technical sphere development, the theory and practice of shipbuilding were also analyzed. Making reference to the famous historian's viewpoint "the development of education" is tightly connected to "social and political changes in the life of average Ukrainians" (Veselago, 1893). The scientific novelty of the study is embedded in the periodization of the historical development of naval-maritime education in Ukraine, beginning from the 18th century up to the latter half of the 20th century.

Stages of naval education development in Ukraine

The first stage consisted of the period before Peter the Great (from the very beginning of seafaring up to the year of 1701). During this stage of the development, the process of gaining knowledge, skills and experience by the seafarers (workers who served on vessels of war) resulted from their practical activities as skilled tradesmen (Pavlyk, 1997). It should be noted that majority of Russian historians consider Peter the Great to be the founder of the Russian fleet. In 1721, Peter the Great had proclaimed the Russian Empire (Hluzman, 1997). Peter the Great also divided the country into governorates, which consisted of provinces. Active and civil services were put on record in the "Ranking chart" by 1722 (Anderson, 2014; Okenfuss, 1973).

In the beginning of the second stage, there appeared a network of educational institutions that trained specialists especially in naval training. Majority of scientists refer this stage to the year of 1701. This marked the year of signing the "Imperial Edict" that established naval education (Hluzman, 1997). The 18th century is generally considered to be the end of this stage. It should be noted, that the first educational institution that established unreligious education and at the same time trained naval officers, was Moscow School of Mathematics and Navigation. This school was opened in January 1701 in Moscow and relied mostly on textbooks, equipment and teachers from other European countries. In 1712, the school was expanded when additional engineering and artillery classes were founded. Thus, 1715 saw the establishments of Maritime Academy called the

Great Naval Corps in St Petersburg. Up until 1715, this school was the only educational center of physico-mathematical and technical sciences (Gritsai, Van der Wusten, 2000; Skal'kovskiy, 1887).

In 1793, the Artillery School was founded in Kherson. Children of noble families studied there and on graduation they became petty officers. Starting from 1837, the school was recognised as the first professional institution in the city. The first director of the Black Sea Navigational School was Admiral Voinovich. Similarly, the School of Naval Architecture was founded in that same year the Artillery School began but only existed for five years. However, it was discontinued and the students were sent the College of Naval Architecture in St Petersburg by 1803 (Hupan, 2002). It is obvious that up to the end of the 18th century in the territory of the Russian Empire, there were several educational institutions where specialists for fleet were trained. These included the School of Naval Architecture (Moscow), the Naval Guard Academy and Sea Cadet Corps (St Petersburg), Artillery and Navigational Schools in Kherson and Nikolaev. Though there was no unified educational system within this period of time, the essential framework was established for further development of professional education.

The third stage of naval education is between 1798 and 1877. Scientists connect this period with special training of fleet officers. During this period, naval educational institutions were differentiated. Seafaring to distant destinations and sea fighting required a well-grounded and qualified training for navigators and shipbuilding engineers. This led to the establishments of two Navigational colleges in 1798 – for the Baltic and the Black sea fleet and two Schools of Naval Architecture for St Petersburg and the Black Sea Admiralties (Hluzman, 1997). In 1786, the Artillery School was also founded in Kherson. During 1807, Fleet School was founded in Nikolaev for the children from the families of sailors and soldiers. This school existed up to 1852. It is worth noting that this was the first time such a school was established in the territory of Ukraine in the cities of Kherson and Nikolaev to train naval fleet specialists, marine specialists, and merchant fleet specialists.

In 1826, the Black Sea Navigational Company was founded, where children of noblemen, officers and civilians were trained to be naval officers. Additionally, Marine Cadet Corps for the Officers class was also founded in 1827. This school also provided the needed academic training for Russian Fleet officers. In 1862, the class was rearranged into Academic Course of Naval Science with three specialities. These included shipbuilding, hydrography and engineering. The Academic Course of Naval Science was later transformed to the Nikolaev Maritime Academy (Hupan, 2002). The second maritime educational institution was established in 1837 for the training of seamen (four fleet companies) and artillery men. Here, they taught mathematical sciences, naval science and foreign languages (the English language, the French language).

Again, the Artillery Company was disbanded in 1847. Though a new School of Fleet Junkers was founded in 1852, this school was transformed into the Garde Marine Company in 1855. From 1860, the Garde Marine Company was renamed as the Black Sea Company of Fleet Cadets. Unfortunately, the reduction of the Black Sea Fleet due to the Treaty of Paris of 1856 to stop the establishment of naval or military arsenals on the Black Sea coast negatively affected these schools. In 1862, this Company and other Maritime schools were closed (Barbashev, 1959). After the London Conference of 1871 on the Black Sea coast, the building of armoured fleet began with corresponding arrangement for a new system of naval and marine education institutions on the south of Ukraine. Consequently, Junker Classes were established at Nikolaev in 1874, while the Mine Officers Cadet School was founded at Kronshat for marine and naval specialists were trained for merchant and naval ships. Under the auspices of Prince Grigory Aleksandrovich Potemkin-Tavricheski, the first educational maritime institution was established in the South of Ukraine. This was called the Maritime Cadet School.

As can be seen from the above, by the end of the 19th century a number of naval maritime educational institutions in the Russian Empire they are as follows: Maritime Cadet School with Officers Class and preparatory department, the College of Naval Architecture, Navigators college, the Maritime Artillery School, Junker Classes, maritime colleges, engineering, artillery and other schools. At the end, almost half of these schools were located in the territory of present day Southern Ukraine (the territory where the Black Sea fleet was based).

The fourth stage began in 1877 and ended in 1917. This period is marked by the establishment of continuous multi-level naval and maritime technical education. It also provided additional vocational education as well as refresher course and advanced professional training for officers.

In January 1896, affiliated with Nikolaev Maritime Academy, the naval science programme was opened. The curriculum contained maritime strategy and tactics, naval history and naval statistics and geography and maritime international law. These subjects provided the students with sufficient knowledge to solve different problems when handling weapon and controlling fleet (*Sovetskiy Entsiklopedicheskiy Slovar, 1980*). In 1896, the ratification of the Academy Regulations and Statute were finalised.

At the beginning of the 20th century, variety of maritime educational institutions and other multiple-level system were opened in Ukraine. These institutions provided the ground for the establishment of naval educational institutions network in Ukraine. These educational network included vocational educational (navigational, engineering, artillery schools, maritime cadet schools) of maritime and naval training. Also, it included higher maritime education institutions for the training officers for specific skills needed onboard and for service ashore. Additionally, higher maritime education institutions offered refresher courses and advanced professional training for officers. These networked academies also provided training fleet management personnel. However, before the beginning of the First World War, officers training system was formed into a structural framework of naval education.

The fifth period of the naval educational development began in 1918. This phase experienced the reconstruction of naval educational system. According to historians, courses were mounted in 1918 for maritime officers at the first maritime educational institution of the Soviet Union era. The establishment of the Maritime Academy by a new Statute indicated the mandate of the institution to make maritime training proper and efficient (*Barbashev, 1959*). It is obvious that the academy played the key role in the system of qualified maritime education. In 1919, new naval educational institutes and academies were opened as a response. At the time of the People's Commissariat, the Maritime division was formed at the base of the Black Sea Fleet of the Russian Empire. This created The Black Sea Fleet of the Ukrainian Republic. In 1929, there were six naval academies and three naval-maritime colleges in the territory of the Ukrainian Soviet Socialist Republic. The most common type of naval educational institutions at that time were military schools. Between 1933 and 1939, seven more maritime educational institutions were founded. During this period, there was a differentiation of cadets into those who were trained to work on board vessels and on board submarines in accordance with three specialties: navigational, artillery and mine-torpedo (*Podsoblyayev, 2002; Rohwer, Monakov, 1996; Sherr, 1997; Torbakov, 1996*). Thus, 1943 saw the establishment of Maritime School in Mariupol and other maritime colleges at Leningrad, Odessa, Vladivostok in 1944. These maritime colleges later became Higher Engineering Maritime Schools, and then Maritime Academies [for example, Krylov-Shipbuilding Research Institute was founded in 1945] (*Sovetskiy Entsiklopedicheskiy Slovar, 1980*).

Finally, the sixth stage saw the creation of specialist educational establishments for naval service. This innovation began from the 1950s. Historians refer this period as the era of maritime engineering development and training of fleet personnel of all the categories and specialties. Also, this period is attributed to the rise in Nuclear Naval technologies. By the middle of the 1970s, naval education could be divided into advanced naval education and higher vocational naval training. By the end of 1980, naval education and training were offered at fourteen educational institutions at different levels in the territory of the Ukrainian Soviet Socialist Republic. By 1991, the rehabilitation of Ukrainian fleet and the establishment of national educational institutions, where marine specialists and officers can gain qualification, was also established.

Conclusion

The following aim and objectives were achieved within this research. First, historical, social, cultural, economical and political factors were analyzed on the above mentioned topic. Second, the significant stages of development of the country, ideological concepts and pedagogical doctrines regarding naval and maritime training were also identified. Third, the historical periodization of naval education (nascent stage and development stage in Ukraine from the 18th century – up to the latter half of the 20th century) was specified and explained. In respect to this historical review, it should be mentioned that periodization of maritime training, like any other periodization analysis, can be considered as relative since it is determined by the peculiarities of the research object and subjective viewpoints. However, this paper provides a base for further study of

processes and cause-and-effect relationships with reference to the development of naval education in the south of Ukraine.

Conflicts of interest

The author declares no financial conflicts of interest.

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