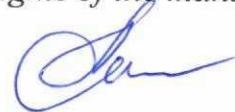


**The Russian Presidential Academy
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**Religious education and upbringing in military educational
institutions of the Russian Empire in the XIX – early XX century**

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ANNOTATION

of the dissertation

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Relevance of the research topic. Religion was the basis of the spiritual life of all the peoples who lived in the Russian Empire, and played a key role in the life of every subject of the Russian emperor. This made it possible to give it the status of one of the main means of strengthening imperial statehood. Orthodoxy was the first element of the triad created by S.S. Uvarov to substantiate the goals and vectors of state-building. It, being a demarcator between Russia and the West, which is alien to it, was supposed to act as the basis for the formation of the spiritual and moral image of the Russian army. This task in the 19th century became one of the main tasks for the Russian military school. Studying the forms and methods of organizing religious education and upbringing in Russian military educational institutions in the XIX – early XX centuries, we can come to conclusions that will clarify the details of state and religious policy in Russia in the corresponding period.

Religious education and upbringing went hand in hand with the military and ensured the preservation and transfer of military traditions and the glory of Russian weapons. It laid the foundations of military brotherhood, developed a readiness for self-sacrifice in the name of victory over the enemy and the defense of the Fatherland. Therefore, the results of the activities of the law teachers played a major role in the formation of the military professional qualities of the Russian officers. Studying religious education and upbringing in cadet corps, military and cadet schools, one can draw conclusions that are valuable from the point of view of characterizing the professional qualities of an officer as a warrior and commander.

Religion was an important means of forming the spiritual and moral image of future officers. It was an obstacle to the spread of rude morals, bad habits, and allowed one to preserve mental purity both in the capital full of temptations and in the backwoods, in which of all the means of filling leisure there were only alcohol and cards.

Studying the process of formation and development of a complex of means and methods of religious education and upbringing in the Russian military school makes it possible to clarify a number of important details of the training system of the Russian officer corps. Since many graduates of cadet corps, military

gymnasiums, military and cadet schools have managed to prove themselves beyond the purely military sphere, the analysis of religious education and upbringing of future officers makes a great contribution to the study of the Russian intelligentsia.

In addition, since there was a constant exchange of experience between military and civilian educational institutions, and law teachers of buildings and colleges closely communicated with their colleagues who mentored high school students and realists, the results of work on the topic of the dissertation research are of particular interest to historians of the civil education system. The attitude of educating not only soldiers, but also future officers on the Orthodox ideals of loyalty to duty, sacrifice, brotherhood, and asceticism fully corresponded to the course that was taken by civilian educational institutions in the XIX century.

The training and education of modern officers is largely based on the historical experience gained as a result of the activities of the pre-revolutionary military school. This means that the conclusions of the work can be updated within the framework of the activities of specialists working with personnel in military educational institutions of the Russian Federation.

The **aim of the study** was set as follows: based on the analysis of the archival materials involved, to investigate how the system of religious education and upbringing was organized and functioned in military educational institutions of the Russian Empire in the XIX - early XX century.

In order to accomplish this, **the following tasks had to be accomplished:**

- 1) to determine the periods of development of the system of religious education and upbringing in military educational institutions of the Russian Empire in the XIX - early XX century;
- 2) to characterize the evolution of forms, methods and means of religious education and upbringing in the military school of the Russian Empire in the 1800s – early 1860s;
- 3) to analyze the causes, content and results of the restructuring of the system of religious education and upbringing in military educational institutions of the Russian Empire during the military reform of Alexander II;

4) to consider the main directions of development of the system of religious education and upbringing in cadet corps, military and cadet schools from the early 1880s to 1917;

5) to determine the role and place of religious education and upbringing in the formation of the socio-cultural and professional image of the Russian officers within each of the selected periods.

The object of the study is the system of officer training in Russia in the XIX – early XX century, **the subject** is the system of religious education and upbringing of students of military educational institutions of the Russian Empire in the XIX – early XX century.

The chronological framework of the work covers the historical period from 1801 to 1917. The lower boundary of the study is connected with the accession to the throne of Alexander I, in the early years of whose reign the regulation of the teaching of the Law of God in military educational institutions of the Russian Empire began. The upper limit of the study is determined by the actual liquidation of the Russian military education system in 1917.

The methodology of the dissertation work is based on such principles of scientific knowledge as objectivity, consistency, integrity, determinism, concreteness, as well as on the idea of the multidimensionality, complexity and inconsistency of the historical process. This made it possible to consider the development of the system of religious education and upbringing of future officers of the Russian Imperial Army in the context of state policy in the military, spiritual and educational spheres, to identify the degree of impact of government measures on the content of religious education of cadets and junkers, its forms and methods. The use of dialectics as a universal method of scientific knowledge made it possible to characterize religious education and upbringing in military educational institutions of the Russian Empire as a changeable, ambiguous, contradictory system in which progressive tendencies fought with reactionary ones.

In the course of the research, the author used the following general scientific (universal) methods of scientific cognition: analysis, synthesis, induction, deduction, analogy, formalization, generalization, abstraction.

Of the special historical methods, the historical-genetic, historical-comparative, as well as historical-systematic approach were used in the dissertation research.

The historical and genetic method made it possible to trace the continuity of the forms and methods of religious education used in the Russian military school in various periods of its functioning.

The historical and comparative method made it possible to compare the forms and methods of religious education that were used in various military educational institutions of the Russian Empire, identify their advantages and disadvantages and evaluate their effectiveness.

The historical and systematic approach provided an opportunity to determine the place of religious education and upbringing in the system of religious education and to show their cumulative influence on the moral character of pupils of military educational institutions.

The scientific novelty of the research lies in the fact that for the first time in Russian historiography, a task of importance for historical science has been set and solved: a comprehensive analysis of the development of religious education and upbringing in cadet corps, military and cadet schools of the Russian Empire in the XIX – early XX century has been carried out. For the first time, a number of previously unpublished documents from the collections of the RGVIA, GARF, OR RNB and the Archive of the Library-the Solzhenitsyn Russian Abroad Foundation were put into scientific circulation. The periodization of the formation and development of religious education and upbringing within the framework of the military school of the Russian Empire in the XIX – early XX centuries is substantiated. The main trends, patterns and features of the formation of the system of religious education for pupils of military educational institutions at various stages of the development of the national military education system in the period under

study are revealed. The place of religious education and upbringing of students of military educational institutions of pre-revolutionary Russia in the formation of the personality of future officers and their professionally significant qualities is determined.

Provisions for defense:

1. The periods of development of the system of religious education and upbringing in military educational institutions of the Russian Empire in the XIX - early XX centuries are identified and characterized in detail: 1) the 1800s – early 1860s; 2) the early 1860s – early 1880s; 3) the early 1880s years – 1917. The transition from one period to another was due to a change in the paradigm of military education in the context of the military educational reform of the 1860s and the military educational counter-reform of the 1880s.

2. It is proved that religious education and upbringing was the foundation for the training of future officers in military educational institutions of the Russian Empire starting from the second quarter of the XIX century and up to 1917.

3. It was revealed that the content of religious education and upbringing of cadets and junkers in the XIX – early XX centuries was determined by such factors as the general spiritual state of Russian society, the tasks assigned by the government to the military educational department, the authority and energy of the leaders and law teachers of individual military educational institutions.

4. It is proved that the state of religious education and upbringing and its role in the formation of the socio-cultural and professional image of the Russian officers in different periods of the activity of the national military school were not the same. Two crisis periods can be distinguished (late 1850s – early 1860s and 1880s – 1890s) and two periods of recovery (mid-1860s – late 1870s and early XX century).

5. It was revealed that when determining the content of religious education and upbringing in the Russian military school, the experience of civilian educational institutions was taken into account. In turn, the achievements and mistakes of the

leaders and law teachers of military educational institutions were taken into account when building a policy of religious education in civilian schools.

6. It is proved that, despite the exceptional position of Orthodoxy, in Russian military educational institutions in the XIX - early XX centuries, great attention was paid to religious education and upbringing of non-Orthodox and non-Orthodox pupils. The system of religious education of Muslim cadets developed especially actively during the Caucasian War, when the issue of forming a local elite devoted to Russia was on the agenda. At the government level, the principle of tolerant attitude towards pupils who professed Islam was enshrined. After the end of the Caucasian War, less attention was paid to the religious education of Muslims. The invitation of priests to teach the Law of God to Catholic cadets was also carried out in order to form a sense of appreciation for the imperial government among future officers of Polish origin and eliminate the negative perception of Russia. However, after the uprisings of 1830-1831 and 1863-1864, the means of religious education of Catholics were largely curtailed. The teaching of the Law of God to Protestants, due to the lack of a political context, was more stable.

The theoretical and practical significance of the work. The results of the research can be used in the development of general lecture courses on Russian history, as well as special courses on the history of the Russian army and national military education. The findings of the study are of interest to officers and civilian teachers engaged in educational work with students of educational organizations with special names "Presidential Cadet School", "Suvorov Military School", "Nakhimov Naval School", "Cadet (Naval Cadet) Military Corps", as well as military educational institutions of higher education. Finally, the experience of organizing religious education and upbringing in pre-revolutionary military educational institutions can be applied in the practice of educational work in modern civilian educational institutions, both secondary and higher.

Degree of validity and approbation of the results of the study.

The reliability is due to the involvement of a wide range of sources (a detailed overview of the sources used is described in the relevant section of the dissertation

work), a critical understanding of the material contained in the primary sources and scientific literature on the topic of the dissertation. The research analyzed the sources stored in the federal archives: the Russian State Military Historical Archive (RGVIA), the State Archive of the Russian Federation (GA RF), the Russian State Historical Archive (RGIA), the Department of Manuscripts of the Russian National Library (OR RNB). The identified array of sources made it possible to comprehensively consider religious education and upbringing of pupils of military educational institutions. The author analyzed six groups of historical sources: 1) normative legal acts regulating the establishment of religious education and upbringing in military educational institutions of the Russian Empire (charters, regulations and other documents included in the Complete Collection of Laws of the Russian Empire and the Code of Military Regulations, orders, as well as instructions and manuals); 2) office documents (minutes of meetings of commissions, reports, statements, explanations, instructions, official correspondence, etc.), created both at the headquarters of military educational institutions and the Main Directorate of Military Educational Institutions, as well as in individual cadet corps, military gymnasiums, military and cadet schools; 3) pedagogical works published during the period under study (the vast majority of them were published in the journal "Pedagogical Collection", which was the official printed publication of the Main Directorate of Military Educational Institutions); 4) both unpublished and published materials of personal origin (memoirs, diaries, letters from heads of military educational institutions, teachers and pupils); 5) reference publications intended for both the students themselves and the persons of the educational corporation, as well as the parents of cadets; 6) works of fiction reflecting the inner life of military educational institutions.

Approbation of the research results. The main provisions and conclusions of the dissertation research are reflected in 12 scientific publications with a total volume of 6 printed sheets (including three articles in journals recommended by the Higher Attestation Commission of the Ministry of Education and Science of the

Russian Federation for the publication of the main results of dissertations for the degree of candidate and Doctor of Sciences).

A number of provisions of the study were presented in the reports on:

- II Interregional Conference "Religion, Confessions, society and the state: the history and modernity of relations" (November 14-15, 2019, Vladimir State University named after A. G. and N. G. Stoletov, Vladimir);

- VIII International Scientific and Practical Conference "Historical experience of world Civilizations and Russia" (December 5-6, 2019, Vladimir State University named after A. G. and N. G. Stoletov, Vladimir);

- XIV International Scientific and Practical Conference "Religion and Society" (April 6-11, 2020, Mogilev State University named after A.A. Kuleshova, Belarus, Mogilev);

- III International Scientific and Practical Conference on the topic: "West-East: Russia and Europe, Religion and Peace" (February 28, 2020 Central Russian Institute of Management – branch of the Russian Presidential Academy of National Economy and Public Administration, Orel);

- V International Scientific and Practical Conference "Orthodoxy and Society: Facets of Interaction" (December 9, 2021, Zabaikalsky State University, Chita);

- The International Scientific and Educational Conference "Spiritual Security and Traditionalism" (April 5, 2023, Vyatka State Agrotechnological University, Kirov);

- The 5th Scientific and Practical Conference "Karamzin Readings" (May 15-16, 2024, Russian State Historical Archive, St. Petersburg).

The structure of the dissertation. The work consists of an introduction, three chapters combining nine paragraphs, a conclusion, a bibliographic list and appendices.