

# ОПУБЛИКОВАТЬ СТАТЬЮ

в изданиях НИЦ "Социосфера"



[ПОДРОБНЕЕ](#)

## СОЦИОСФЕРА

- *Российский научный журнал*
- *ISSN 2078-7081*
- *РИНЦ*
- *Публикуются статьи по социально-гуманитарным наукам*

## PARADIGMATA POZNÁNÍ

- *Чешский научный журнал*
- *ISSN 2336-2642*
- *Публикуются статьи по социально-гуманитарным, техническим и естественно-научным дисциплинам*

[ПОДРОБНЕЕ](#)



## СБОРНИКИ КОНФЕРЕНЦИЙ

- *Широкий спектр тем международных конференций*
- *Издание сборника в Праге*
- *Публикуются материалы по информатике, истории, культурологии, медицине, педагогике, политологии, праву, психологии, религиоведению, социологии, технике, филологии, философии, экологии, экономике*



[ПОДРОБНЕЕ](#)

5. GAKO F. 693. Op. 1. d. 28 L. 8 (a), L. 8 (b).
6. Sverdlova A.L. Patronage in Russia as a social phenomenon // Sociological research. - 1999. – No. 7. – pp. 134-137.

## **EDUCATION AND ENLIGHTENMENT IN RUSSIA IN THE SECOND QUARTER OF THE XVIII CENTURY**

**S. V. Pogorelaya**

*Candidate of Philosophy, docent,  
Vladimir State University  
named after A. G. and N. G. Stoletovs,  
Vladimir, Russia*

---

**Summary.** The article examines the features of education and enlightenment in Russia in the second quarter of the XVIII century, traces the continuity of state policy in this area. The significance of this period for the further development of national culture is determined.

**Keywords:** enlightenment in Russia; the education system in the second quarter of the XVIII century.

---

The XVIII century was a period of developing new values, searching for life guidelines, which entailed, among other things, a completely different attitude of the state to the spheres of education and enlightenment. Peter I's reforms aimed at modernizing and Europeanizing Russian society gave a powerful impetus to this. Peter's beginnings have continued in the subsequent period of Russian history. Peter's educational mission was also taken up by his successors, since education continued to be one of the most pressing problems of society, and "the absence of a certain layer of elementary educated people hindered the development of higher degrees of education and science" [1, p. 185].

Under Catherine I, there were no significant changes in educational policy, legislative activity in this area was small. By the decrees of the Empress, questions were raised about improving the professional training of merchants (1725), the relevance of which was clearly realized even under Peter [2]; on the unification of spiritual and civil schools "under the jurisdiction of the Synod" (1726) and other decrees testifying to the continuity of state educational policy in the post-Soviet era and Catherine's attempts to "streamline the subordination of schools that were in different departments during the Peter the Great period" [1, p. 186].

After the accession of Anna Ioannovna, "the educational policy of the state was aimed at freeing the nobles from forced service" [1, p. 187]. The government of Anna Ioannovna assumed in the Senate and in other public places to teach youngsters "command affairs and sciences" and to monitor "their success and morality," while a special decree emphasized that nobles should be trained "at their will, and not under compulsion."

During her reign, a Cadet corps was created, where "gentry children" from 13 to 18 years old were recruited. Training in it took place according to a pre-

agreed curriculum, which included, along with the "military art of the necessary sciences" (fortification, artillery, "sword action", horse riding, etc.) arithmetic, geometry, drawing, dancing, music, "foreign languages" and "other useful sciences".

In addition, by decree of 1731, the "digital schools" that were liquidated under Catherine I were restored and teachers' salaries were increased. The authorities also encouraged the participation of the church in the dissemination of education. The Kharkov Pokrovsky Monastery and the "Slavic-Greek-Latin schools" that were attached to it were granted a charter by the Empress "to reinforce those schools and free teaching in them" for the benefit of "not only the priesthood, but also the Russian Fatherland."

In the 40s of the XVIII century, the scientific activity of M. V. Lomonosov began, who became the first Russian professor, a member of the Academy of Sciences in 1745. On the initiative and with the direct participation of Lomonosov, the first university in Russia with three faculties: law, medicine and philosophy will be opened in Moscow in 1755. M. V. Lomonosov considered his main duty as the head of educational institutions of the Academy of Sciences (gymnasium and university) to take care of the development of education in the country, the democratization of education. He actively advocated the admission to secondary and higher educational institutions of immigrants from unprivileged estates, including freed peasants.

However, by the middle of the XVIII century, the education system has undergone quite significant changes. In this sphere, to a much greater extent than in Peter's time, class differentiation began to be felt. Most of the professional educational institutions opened at the beginning of the XVIII century, for different classes, they turned into exclusively noble. This mainly affected military educational institutions: Navigation, Artillery and Engineering schools, Land (founded in 1731) and Naval Gentry corps. The latter was formed in 1752 as a result of the merger of the Navigation School and the Maritime Academy. The noble educational institution was also established in 1759. The page corps (which served the needs of the yard). The developing network of spiritual educational institutions also gradually lost its all-theological character and acquired the features of isolation. Garrison schools have become the main type of primary schools for the majority of the country's population (digital schools created by Peter I joined them).

In general, the post-Petrine period was a time of consolidation of new phenomena in culture, when Russia mastered and processed the experience of Western Europe in all spheres of activity. This applies, among other things, to the state policy in the field of education and enlightenment. The consistent development by the successors of Peter I of the principles laid down by him made it possible to expand the layer of literate people and form the environment necessary for the further movement of the country along the path of progress.

## Bibliography

1. Chirskova I. M. Education and the press in the cultural policy of Russia of the second quarter of the XVIII century: legislative regulation // Bulletin of the Russian State University. The series "Literary studies. Linguistics. Cultural studies". – 2017. – № 10 (2). – Pp. 184-201.
2. The complete collection of laws of the Russian Empire. Collection I: In 50 v. St. Petersburg: Printing House of the II Department of His Imperial Majesty's Own Chancellery. – 1830. – V. 7. – № 4731.
3. On the Russian throne, 1725-1796: Russian Monarchs after Peter the Great / [Belyavsky V. S., Vdovina S. I., Volkova I. V., etc.]. – Moscow: Interprax Firm. – 1993. – 383 p.

## THE DEVELOPMENT OF SCIENCE IN RUSSIA IN THE SECOND QUARTER OF THE XVIII CENTURY

S. V. Pogorelaya

*Candidate of Philosophy, docent,  
Vladimir State University  
named after A. G. and N. G. Stoletovs,  
Vladimir, Russia*

---

**Summary.** The article examines the peculiarities of the development of science in Russia in the second quarter of the XVIII century, traces the continuity of state policy in this area. The significance of this period for the further development of national culture is determined.

**Keywords:** Russian science; the Russian Academy of Sciences in the second quarter of the XVIII century.

---

The XVIII century was a time of breaking the usual way of life, developing new values, life-meaning guidelines, which entailed, among other things, a completely different attitude of the state to the field of science. Peter I's reforms aimed at modernizing and Europeanizing Russian society gave a powerful impetus to this. Peter's beginnings have continued in the subsequent period of Russian history. The Academy of Sciences, founded by Peter I's decree, became the center of scientific thought in the second quarter of the XVIII century; geographical and geological studies of various regions of Russia initiated by Peter continue. Of great scientific importance were the first (1725–1730) and second (1733–1743) Kamchatka expeditions under the command of V. Bering and A. I. Chirikov, which provided extensive material on North Asia, Kamchatka and Siberia. The second Kamchatka expedition, which in turn consisted of three expeditions, proved to be particularly fruitful. The first had the task of opening a sea route from Northeast Asia to North America. In July 1741, the goal was achieved – V. Bering and A. Chirikov managed to reach the northwestern shores of America. The name of Bering bears the strait separating two continents, the sea, as well as one of the islands belonging to the Commander group. The purpose of the second expedition was to study the northern sea route from Arkhangelsk to the Pacific Ocean. The expedition received a great international re-



## СРОЧНОЕ ИЗДАНИЕ МОНОГРАФИЙ И ДРУГИХ КНИГ



*Два места издания Чехия или Россия.  
В выходных данных издания  
будет значиться*

**Прага: Vědecko vydavatelské  
centrum "Sociosféra-CZ"**

*или*

**Пенза: Научно-издательский  
центр "Социосфера"**

## РАССЧИТАТЬ СТОИМОСТЬ

- Корректурa текста
- Изготовление оригинал-макета
- Дизайн обложки
- Присвоение ISBN



## У НАС ДЕШЕВЛЕ

- Печать тиража в типографии
- Обязательная рассылка
- Отсудка тиража автору