

## **TRAINING THE LEADERS OF CADET EDUCATIONAL ORGANISATIONS: THE CONCEPT OF A MASTER'S PROGRAMME**

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### **Abstract**

Unification of educational institutions in post-Soviet Russia has been replaced by diversity of types, curricula variability and educational programmes. So, a new type of general educational institutions - Cadet Schools (or boarding schools) has become an important phenomenon in the system of Russian education. The relevance of the research is conditioned by the needs of the Russian society in development of state profile, pre-professional military education in the institutions of cadet education. Cadet education is one of the most important areas of specialised school development, providing all-round development of pupils, general education and military training. The aim of the research is justification of scientific and pedagogical bases of professional training programmes design for cadet educational organization manager - master's level in the direction of Pedagogical education. Methods of research: method of historical-pedagogical analysis of scientific sources and its comparison; theoretical analysis of pedagogical, psychological, philosophical, scientific, methodological works on the topic of research; study of scientific periodicals; analysis of the research subject; empirical methods (study of innovative teaching experience in the sphere of training programs, professional and pedagogical design for heads of Suvorov schools, Cadet Corps and universities. The method of historical and pedagogical analysis allowed us to study the stages in the development of cadet education. The methods of socio-pedagogical design, study of innovative pedagogical experience allowed to develop basic educational programmes for training educational leaders and pedagogical staff of cadet educational organizations, based on the theories, technologies of personality-centred education, Russian and foreign military pedagogy and military psychology. One of the most important results of the study is a systematic description of the current development of the cadet education system in Russia. The paper considers, that there are signs of deficit in master's programmes and additional professional education programmes to train the leaders of cadet educational organizations. As a result of scientific research analysis, the main directions and forms of development of modern cadet education was recorded. The ideas are presented from a critical standpoint and the results of discussions on the content of cadet education in the system of secondary complete education, pre-university military education are summarized. For development of managerial competences of cadet educational leaders, the necessity and design of master's programme based on integration of general and military pedagogy, general and military psychology, theories and models of military education, relevant to cadet education are presented from critical positions. Scientific novelty of the research consists in attracting, systematization and analytical generalization of original material on the topical problem for the development of a master's programme relevant to the Russian system of cadet education. The authors give a general overview of the development of cadet education, defining the content of the training for the leaders of cadet educational organizations. Materials of the study can be useful for specialists engaged in methodological developments and organization of educational process, such as teachers of military centres, military institutes, military gymnasiums, pedagogical specialties on the problems

of educational security, adjuncts of military academies and military universities. The results of the study can find its application in practical terms for the formation and implementation of educational policies.

**Keywords:** Cadet education, Head of cadet educational organization, Master's programme.

## **1 INTRODUCTION**

In post-Soviet Russia, unification of educational institutions has been replaced by diversity of their types, variability of plans and programmes, introduction of new methods of education and upbringing, which refers to the development of cadet education. Cadet education is a unique Russian socio-cultural historical and pedagogical phenomenon that is almost 300 years old. Cadet corps are not specialized military schools, but schools for training highly educated citizens who can choose both military and any other service for the benefit of the state, society and self-improvement (Vorobyeva, Yu, 2003, p.62).

The development process of cadet education, which started in the early 1990s, is conditioned by the general problem of reforming the army of the Russian Federation. It is necessary to revive the system of Suvorov and Nakhimov military schools, where the training starts from the age of ten (Galanin, 2007, p.200). The establishment of a cadet education system as a separate type of educational organisation is an important area of modern educational policy in Russia. The main goal of training in cadet schools is to foster a culture of thinking with a global level of responsibility for the results of one's actions.

Cadet education in Russia started in the 18th century and associated with Peter the Great (Bukovskaya, 2003, p.22). Cadet educational organizations, coming out of the Peter the Great schools of the 18th century, had a difficult path of formation and development into a qualitatively defined educational type. Cadet education, passing through the main periods of its development under different Russian states (Russian Empire, USSR, Russian Federation), was built on the principles of combination both historical values and modernity (Milovanova, 2012, p.211). Cadet education includes several innovative educational institutions that require training of managerial and pedagogical staff. Cadet education is one of the important directions in the development of profile schools, providing comprehensive development of schoolchildren, general education and military training. Drawing on the historical experience of Russian military education, cadet educational organisations are developing a system of special, purposeful education and upbringing of students.

Cadet education in modern Russia is developing intensively and is characterized by a variety of educational institutions. Cadet education in Russia consists of Suvorov (Nakhimov) military schools, cadet corps, cadet classes of different departmental subordination, federal districts and subjects of the Russian Federation, united by common goals of serving the Motherland and common principles of social activity for the benefit of fellow citizens and Russia. One of the active promoters of cadet education revival was the Russian Cossacks of the Don, Kuban and others. Throughout the country, cadet corps, cadet lyceums, cadet schools, cadet classes and other types of cadet educational organizations began to appear actively. Drawing on the historical experience of Russian military education, they are developing a special system, targeted education and upbringing of students (Gavrilov, 2000, p.30).

During the analysis of pedagogical practice, additional vocational education, using included observation and questionnaires, a contradiction was revealed between the need to determine own paths for the development of cadet educational organizations and the need to train management personnel, the undeveloped content of master's education and advanced training of leaders of the cadet education system. To solve this contradiction it is necessary to provide special psychological and pedagogical, scientific and methodological training of managerial and pedagogical staff to manage the cadet educational organization development. This study defines the purpose of the research - substantiation of scientific and pedagogical bases of educational professional training program design for the heads of cadet educational organizations - master's level in the direction of Federal state educational standard of higher education (FGOS VO) 44.04.01 Pedagogical education.

## **2 LITERATURE REVIEW**

The ongoing changes in Russian socio-economic structure since the early 1990s, which have led to reforms in education, have implied radical changes in the structure of education, characterised by the establishment or revival of new types of educational institutions. Since the mid-1990s, institutions with pre-military training have begun to appear in the education system, which is regarded as a system of initial vocational education. Based on the Russian Federation Minister of Defense order № 25 (15.01.2001) "On Suvorov Military,

Nakhimov Military and Naval Military and Music Schools and Cadet, Sea Cadet and Musical Cadet Corps of the Ministry of Defense of the Russian Federation", the requirements to the modern system of elementary military education were specified. The Federal Law "Education in the Russian Federation" defines cadet educational organizations as general educational organizations with a special name and integrated additional educational programs aimed at preparing minors for military and other state service.

Based on the analysis of historical, military and pedagogical literature, the authors distinguish the periods of cadet corps development and their role in the system of military education:

1. 1801 – 1830. In the XIX century cadet corps were created in the image and likeness of Prussian military schools to teach and educate children of the nobility and prepare them for military service;
2. 1863 – 1882. Cadet corps were divided according to the areas of training. Some of them were transformed into military schools, while the biggest part became military gymnasiums where military instructors were replaced by civilians; the general education was no longer oriented towards a military career, which resulted in decline of the level of upbringing and education and in drop of discipline and morality. From 1862 to 1930s, cadet corps were established as one type of military educational institutions for initial and final training of the army officers;
3. 1883 – 1918. Cadet corps were restored in their former capacity and trained pupils for military schools (mainly).
4. 1920 – 1944. Ten Russian cadet corps went abroad, where they continued to maintain traditions of cadet upbringing and education, which allowed almost all graduates of these corps to take a worthy position in life, some of them became famous and respected people in the countries of their residence. In France, Corps of the Emperor Nicholas II existed until 1964.
5. From 1943, the system of upbringing and educating in the Suvorov military and Nakhimov naval schools was based on the type of cadet schools and differed only in its atheistic orientation which, as Russian historical experience shows, was not good for the upbringing of youth in general, and for military youth in particular. In all other matters of upbringing and training purposes there was practically no difference. The opening of the Suvorov schools became a characteristic feature of the war years. In 1944, six more schools were opened, children from ten years old were accepted, they studied according to the secondary school program with an expanded study of the exact sciences, much attention was paid to physical and military training (Alpatov, 1948).

Cadet educational organisations in modern Russia are not specialised military schools, but rather schools for training highly educated citizens who can choose both military and any other service for the benefit of the state and society. Educational process in cadet educational organisations is carried out taking into account additional educational programmes in military training – maritime, border, etc. Cadet education, having passed the main periods of its development under different Russian states (Russian Empire, USSR, Russian Federation) is organised on the principles of combination of historical values and modernity, national traditions and considering world achievements in the sphere of education, upbringing and science. The goals of cadet educational organisations are the intellectual, cultural, physical and moral development, military-patriotic education and upbringing of cadets, their adaptation in society. The emergence of a significant number of cadet corps in recent years has required the development of a unified strategy in the educational policy of the state in relation to this new type of educational institutions. Development of cadet education system actualizes the problems of state-public management of cadet education, deep substantive analysis of substantive aspects of the heads of cadet educational organizations activity (hereinafter – RCEO) is required. The need to comprehend pre-professional military education in the new legal, organizational, personnel and scientific and methodological conditions has arisen. As an unresolved task of the system of management of the system of cadet education, the activity to ensure the necessary level of interaction between the needs of society and their implementation in the professional training of RCEO should be considered. At the beginning of XXI century development of cadet and military education in the South of Russia, training of pedagogical and managerial staff for this type of educational organizations is presented in researches of A.V. Gavrilov, V.A. Golovko, S.M. Gorbachenko, M.V. Ivchenko, S.N. Ignatov, N.I. Fokin.

### **3 METHODOLOGY**

The study used a set of complementary research methods that are adequate to the nature of the phenomenon, the purpose, the subject and the objects of the study. Research methods: method of historical and pedagogical analysis of scientific sources, comparison; theoretical analysis of pedagogical, psychological, philosophical, scientific and methodological works on the topic of research; study of scientific periodicals; analysis of the research subject; empirical methods (study of innovative teaching experience of

professional and pedagogical design of training programs for heads of Suvorov colleges, cadet corps and universities). The study was carried out considering the content of the policy documents on reforming the state pre-professional military education.

In this study, methods of design, differentiation, integration of theoretical knowledge and educational material were applied. The study has been carried out taking into account the content of policy documents on reforming state and military education. The main approaches to designing educational content in cadet schools are activity-competence approach (Slavchenko V.A.), holistic approach to pedagogical process (Ilyin V.S.), personality-oriented approach (scientific school of Bondarevskaya E.V.). Theoretical and methodological basis of the research was formed by leading philosophical, pedagogical, psychological, pedagogical, sociological theories, as well as applied research of state-public education management: issues of cadet education were studied by Bondarenko V.N., Kostousov N.S., Krylov V.M., Kurmishev V.M., Filippov E.M.; social and professional orientation of students of cadet classes – Smirnov S.N.; regional models of cadet education system design – Bakhvalov A.F., Danchenko V.I., Kazakova E.I.; features of educational process in a cadet school were reviewed by Alpatov N.I., Mikhailov A.A., Rozhdestvenskaya R.L. Analysis of these research data allows us to formulate the mission of modern cadet education: systematic, purposeful activity of state bodies, cadet public associations and organizations to form patriotic consciousness and sense of loyalty to their Motherland in cadets. The theoretical basis of the study: theories of military pedagogy, military psychology (Barabanshchikov A.V., etc.); concepts of personality-centered teaching and education of students (Bondarevskaya E.V., etc.); concepts of educational environment development. Research into military pedagogy, the history of the development military pedagogy and psychology in Russia and abroad presented in the works of A.V. Barabanshchikov (Barabanshchikov, 1983), as well as development of officer training in foreign military pedagogy, requirements to the content and stages of military education (Korff, 1990; Juhary, 2015, pp. 1255-1261). Valuable research material is contained in foreign scientific periodicals indexed in the Scopus scientometric database – Military psychology; Armed Forces and Society; Critical Military Studies, etc.

#### **4 RESULTS**

One of the most important result of the study was a systematic description of the cadet education system current development in Russia. The paper considers that there are signs of master's programmes shortage as well as additional professional education programmes, to train the leaders of cadet educational organisations. As a result of the analysis of scientific research, the main directions and forms of development of modern cadet education were identified. Ideas and results of discussions of the content of cadet education in the system of secondary complete education, pre-university military education was presented from critical positions. The necessity and design of master's program based on integration of general and military pedagogy, general and military psychology, theories and models of military education relevant to cadet education were substantiated to develop managerial competence of heads of cadet educational organizations. Cadet education is now a widespread phenomenon, which is becoming more and more popular. Within the framework of cadet educational institutions, a unique model of cadet education was created, a new content of this direction in education was developed. The current state of human resources in the system of cadet (Cossack) education implies educational programs design of leaders training and professional development, taking into account peculiarities of managerial and pedagogical staff training or retraining in the system of cadet education.

The results of scientific research in the field of general and military pedagogy and psychology are used in the design of master training educational programs and advanced training of heads of cadet educational organizations. Of particular value are the results of research of military teachers and psychologists, who developed theoretical and methodological foundations of military pedagogy and psychology – Barabanshchikov A.V., Vdovyuk V.I., Fedenko N.F., etc. In the Southern Federal University, development of theoretical foundations for military vocational and cadet education and military-patriotic education is represented in the works of Abatnina I.A. (Abatnina, 2006, p.24), Gorbachenko S.M. (Gorbachenko, 2002, p.24), Ignatov (Ignatov, 2005, p.22), Fokin N.I. and Ivchenko M.V. (Fokin, 2015, p.160), etc. Thus, Gorbachenko's research explored the theories and practices of cadet education, foreign military pedagogy and psychology, innovative approaches to development management of cadet education (Gorbachenko, 2002, p.24). Studies publicly available from leading national military academies of the world were analyzed - Australian Defence Force Academy, Canadian Army Infantry School, etc.

The Ministry of Education of the Russian Federation developed the "Concept of Cadet Education in Russia" as a basic document. In 2013, at the Southern Federal University, was firstly developed a draft master's program "Cadet education" based on the current Federal State Educational Standard of Higher Education, a set of programs of additional professional education was developed and tested, associated with modules of

the master's program, with taking into account the military, socio-economic situation in the South of Russia, the North Caucasus, the Cossack traditions of the country. So, the urgent problems of training management personnel of these educational organizations were identified:

- Educational activity management of cadet educational organizations, including Cossack component, at the level of the subject of the Russian Federation (regional level);
- Management of educational organisation implementing the cadet component, including the Cossack component, at the level of the specific organisation (school level);
- Educational activity management in cadet educational organizations, including Cossack component in specialized secondary military educational institutions.

In order to solve these problems, a master's program "Head of Cadet Educational Organization" was developed in partnership with the founders of cadet educational organizations, representatives of military districts stationed in the Southern Federal District, with the support of Cossack organizations, border guards, regional EMERCOM, etc. Now cadet corps/boarding schools are functioning in accordance with the order of the President of the Russian Federation of September 9, 1997. Priority tasks of cadet corps include the following topics:

- Ensuring intellectual, cultural, moral and physical development of cadets;
- Developing high moral-psychological, business and organisational qualities;
- Receiving the cadets' basic knowledge and skills in military affairs;
- Fostering a sense of patriotism and a readiness to defend the homeland;
- Developing a sense of loyalty to the constitutional and military duty, discipline and a conscientious attitude to study.

The mission of cadet education is the following:

- Multifaceted, systematic, purposeful and coordinated activities of state bodies of Sverdlovsk region, cadet public associations and organizations to form high patriotic consciousness, elevated sense of loyalty to their Motherland in cadets (Antsibor, 2020, p.13);
- Upbringing a highly cultured and educated citizen, a patriot who is ready to take responsibility for the destiny of his country, native land, family, proactive, creative and capable of creation;
- Creating psychologically and pedagogically comfortable conditions for the development of children who find themselves in difficult life situations, primarily orphans, children left without parental care.

The current state of cadet education is characterized by the growth of not only military but also paramilitary cadet educational institutions. In many regions of Russia, cadet boarding schools, corps and classes have been opened and are being established by education authorities. Cadet education and upbringing is implemented in cadet educational institutions based on the following principles:

- The system of upbringing is based on the traditions of the Russian army and, first and foremost, on the traditions of relations between seniors and juniors, respect and obedience, expression of one's own opinion and consideration of the opinions of comrades;
- The upbringing of a sense of responsibility for one's own actions, responsibility for comrades, unquestioning obedience to laws and requirements while developing and elevating the sense of self-esteem;
- Common education curriculum, on which the beginning of education should be based, combined with a well-organised system of self-preparation and continuous monitoring of educational attainment;
- Psychological characteristics of each pupil's mental aptitudes shall be taken into account. Education provided by specially trained personnel of officer educators. The educational system in cadet institutions of the Russian Federation is a set of measures based on the principle of generally recognised moral and personal needs, etc.

Having highlighted the basic principles of training in cadet corps, we will define the categories of students interested in studying on the master's program: managers (deputy managers) of the educational organisation; teachers who implement educational programmes for individual academic subjects, which define the specifics of the educational organisation of cadet/Cossack orientation; teachers of additional education; educators, including officers-educators retired from the reserve.

Modules of the master's programme "Head of Cadet Educational Organization":

Module 1: State and Public Administration of the Education System in the Russian Federation: cadet Education. Fundamentals of the Russian Federation legislation in the field of education. Normative-legal support of educational and pedagogical activity in cadet class. The history of cadet education in Russia and abroad. Modern educational standards of cadet education. Humanistic and person-oriented character of cadet education etc.

Module 2. Modern systems of pre-professional military education in Russia and abroad. Integration of general and military pedagogy in the development of cadet education. System of historical development of military pedagogy in Russia and abroad, development of domestic military pedagogical theory and practice. Educational and socio-psychological tasks of cadet education in modern conditions, etc.

Module 3. Content and technologies of education in cadet educational organisations. Psychology and socio-pedagogical support of early vocational education and military training. Psycho-pedagogical and medical support of cadet education. Organization of health saving environment in cadet educational institutions. Content and technology of security in educational institutions, etc.

Module 4. Management competencies of the head of a cadet educational organisation. Management and economy in development of cadet education. Quality assurance system for pre-professional (pre-university) military education. Development of competency-based approach in the system of cadet education. Organizational and pedagogical conditions for professional development of teachers in cadet educational organization, etc.

Research work accompanying the implementation of the Master's programme: development of innovative processes in cadet education; methodology of military-patriotic education in pre-professional (pre-university) military education; conceptual foundations of national system of pre-professional (pre-university) military education; organization of extracurricular activities in conditions of FGOS EE as a space for spiritual, moral, military-patriotic and civic education of students of cadet classes; theory and technologies of organization of professional self-determination of cadets; model of professional training of teachers, officers-educators of cadet education system, etc.

This Master's programme is relevant for the South of Russia as a geostrategic border region. Considering the border position of the South of Russia, intensive development of cadet and Cossack education, the problem of training the management personnel of these educational organizations becomes relevant taking into account the following professional standards:

- Educational activity management of general educational organizations implementing cadet, including Cossack component, at the level of the subject of the Russian Federation (regional level);
- Management of educational organisation implementing the cadet component, including the Cossack component, at the level of the specific organisation (school level);
- Management of educational activities in educational organisations implementing the cadet component, including the Cossack component, in secondary specialised military educational institutions.

To solve these problems in partnership with the founders of cadet educational organizations, representatives of military districts stationed in the Southern Federal District, with the support of Cossack organizations, border guards, regional Ministry of Emergency Situations and etc., a master's programme "Head of Cadet Educational Organization" was developed.

## **5 CONCLUSIONS AND DISCUSSION**

The emergence of many cadet schools in recent years has required the development of a unified strategy in the state's educational policy. It has been shaped taking into account the experience gained in this direction in various regions of the country. Cadet education is the state education of Russian citizens who, along with complete secondary education, receive a specialized education focused on military and civilian public service and provided with a cadet component of the educational content. One of the innovative strategies for the development of cadet education is the application of programme-targeted design and modelling. The master's program is considered from the perspective of personality pedagogy, contributes to the implementation of the functions of civil, spiritual, moral, military-patriotic development of the personality. Cadet education should be integrated into the unified educational space of the city and region, and be implemented in unity with the value, information, and activity components, connected with the Military Doctrine and military reforms.

The authors provide a general overview of the development of cadet education, defining the content of training for the leaders of cadet educational organizations. The research materials can be useful to specialists involved in methodological development and organization of the educational process, teachers of

higher educational military centers, military institutes, military gymnasiums, pedagogical specialties on education security, adjuncts of military academies, military universities. The results can find their application in the practical sphere in the formation and implementation of educational policy measures. The results of the study can be used by representatives of regional educational authorities, heads, deputy heads of cadet, Suvorov and Nakhimov schools, heads of educational organizations, teaching staff, including officers-educators, parents, representatives of governing boards of educational organizations.

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