

## PROFESSORIAL INSTITUTE – RUSSIAN EDUCATIONAL AND RESEARCH SCHOOL IN 19<sup>TH</sup> CENTURY

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**Abstract:** The relevance of the research is stipulated by the necessity of solving the problem of preserving the national identity of Russian higher education in the conditions of education globalization. The implementation of this process is impossible without previous generations domestic experience reflection. In this regard, this article examines the effective experience of training at the Dorpat Professorial Institute of the new formation, which in the first half of 19<sup>th</sup> century could add national character to Russian universities through the creation of the first Russian scientific schools. The leading methods of studying this problem are historical modeling and prosopographic methods, study and analysis of archival sources. Their use makes it possible to consider Dorpat Professorial Institute as a historical and pedagogical phenomenon. The article presents the system of training of university teachers of European type and level, created at Professorial Institute. The system was created as a result of the historical reconstruction. The use of the prosopographic method made it possible to create a collective biography of professors studied in this Institute, to identify common features in the style of their professional activity. The study and analysis of archival sources associated with the activities of Professorial Institute and memories of its alumnus made it possible to conclude that the Institute created an optimal model for the education of modern university professorship, the implementation of which was carried out by immersing the students in the atmosphere of scientific research under the guidance of professors and mentors. This article presents a definition of “scientific and pedagogical school” concept corresponding to the cultural and historical context of the first half of 19<sup>th</sup> century. Based on the fact that Dorpat Professorial Institute represented a training school for future professors, the essence of “Scientific and pedagogical school” category is justified in the article as a strategic priority for professors’ training, prevailing over the very task of good scientists’ training for the country. The information contained in the article are of practical value for the further researches of actual problems and forecasting prospects for scientific and pedagogical personnel training system development in Russia, the development of theoretical provisions for the Russian universities teaching staff training optimization at the present stage. **Keywords:** Dorpat Professorial Institute, succession, Professor of Russian universities, historical reconstruction, prosopographic method.

### 1. INTRODUCTION

The complex modernization processes taking place in Russian higher school and domestic science in the forefront: Russian higher school national identity preservation in the context of education globalization; **competitive professors training**; scientific and pedagogical schools’ continuity. Modern researchers interpret “scientific school” phenomenon as a kind of social education, with a certain structure developing in specific social and historical conditions. They identify its main characteristics: researchers united by the commonness of methodological approaches to solving scientific problems; leader is a well-known scientist, ideas generator; research program is developed and implemented by all members of this scientific community. “Spiritual commonness” and “unique atmosphere of scientific creativity” are the important features of scientific schools [1].

An effective solution to this problem is impossible without previous generations domestic experience reflection. This article considers scientific school concept in the cultural and historical context of the first half of 19<sup>th</sup> century. In the investigated chronological period, the understanding of this term was associated with the history of university education in

Europe. At German universities, the “scientific school” meant the unification of the professor and his students. Considering the fact that at the University of Berlin to be a student of a well-known professor meant to learn from him “how to work properly on the further development of science and how to teach the same others” [2, 208], it is possible to realistically call such a community of Teacher and his Pupils a “scientific and educational school”. The essence of the “scientific and pedagogical school” category is substantiated in the article as a strategic priority for professors’ training, prevailing over the very task of good scientists’ training for the country.

For Russia, the problem of training professors of this level became relevant in the first decades of 19<sup>th</sup> century resulting from new universities opening, the main task of which was not just knowledge transfer, but the preparation of graduates for independent scientific work. In this connection, the requirements for professors changed: science can be taught “only by one who is at productive work on it” [2, 149]. A significant contribution to the solution of this problem was made by Professorial Institute, which opened in 1828 at the University of Dorpat (Tartu), at that time a cultural and scientific center, not inferior in many ways to Western European universities.

In the history of the national higher school the problem of training professors for Russian universities was one of the most urgent since the period of their establishment. At the end of 19<sup>th</sup> - early 20<sup>th</sup> century, it drew the attention, first of all, of historians, and was reflected in the historical essays of S. Shevyreva [3] (1855), D. I. Bagaleyeva N. F. Sumtsov and V. P. Buzeskula [4] (1906), N. P. Zagoskina [5] (1903), dedicated to the history of the first Russian universities. These essays contain brief information about Professorial Institute, as a specially created structural subdivision of the University of Dorpat, about its contribution to the training of scientific and pedagogical staff for Russian universities. Of particular interest is the historical essay of an ordinary professor Yuryevsky University (formerly Dorpat University) E. V. Petukhov [6] (1902), in which he notes that the activities of Professorial Institute were “one of the most significant phenomena” of the university’s life, “brightly putting forward its scientific significance among other Russian universities in 1820s-1830s” [6, p. 485]. The source base of the of domestic university education including Professorial Institute history remained understudied practically until the 1980-ies. This explains why so significant number of factual errors and inaccuracies was made when mentioning the activities of Professorial Institute in the works published in the 20th and early 21st centuries.

The historical research carried out in the late 1980s by V.E. Tamula “Professorial Institute and International Relations of the University of Tartu in the first half of the 19<sup>th</sup> century” [7] deserves special attention of the Russian and European higher school problems researchers. The author of this research, based on documents and archival materials, analyzes the process of professors’ training for Russian universities in Dorpat focusing on the mediation mission of the University of Dorpat in relation to Russia and Western Europe. A German researcher Trude Maurer notes that in the first third of 19<sup>th</sup> century the University of Dorpat was “an integral part of the network for the selection and invitation of professors not only for the Russian Empire, but also for the German-speaking world, and thanks to this, as well as to the abundance of foreign relations in general, it towered over the rest universities” [8, p. 162-163]. The experience of Professorial Institute as a historical and pedagogical phenomenon is still understudied: the activity of this institution has not been studied systematically from the standpoint of the modern historical and pedagogical knowledge, that is also relevant in this work.

The concept of the classical university, based on a combination of research and teaching, rests on the domestic tradition, namely on the experience of the Dorpat Professorial Institute. The scientific study of this experience makes it possible to imagine how in the Russian pedagogical past the question how the future professors of Russian universities achieved the European level of professional training was settled.

## 2. MATERIALS AND METHODS

An institute inside the functioning university, training the future professors who will become the founders of scientific schools in pre-revolutionary Russia, informal community of venerable scientists and hard-selected talented young researchers are all different facets of the Dorpat Professorial Institute. The historical reconstruction [10] of Professorial Institute experience in the form of the integrated educational system, which gives an idea about the purpose, content, process and evaluation of the result of European-type and level professors training for Russian universities was carried out on the basis of historical modeling method, which is the means of source-study data generalization, their interpretation and systematization in the research process [9].

The *target* component of the system included the new norms of the professor's professional activity. As the normatively planned knowledge, skills and professionally significant personal qualities of the Russian university professor were designated: extensive knowledge in a selected field of pedagogical activity, foreign languages, methods and technique of organizing educational activities at the university, lecturing skills. The graduate of Professorial Institute should develop the following skills: to provoke interest in the taught subject, to carry out fruitful research activity, to involve students in research activities.

The future professor should manifest: desire for professional self-improvement, aspiration for researching, high capacity and willingness for hard, painstaking work, interest in his successors' training. The sought-after renewed image of the university professor should really be included in the consciousness, outlook of the student and determine the appropriate system of their actions through the designated ideals, values and orientation.

The *informative* component of the system was represented by a set of disciplines which must be mastered by pupils. The curricula included both the disciplines needed to pass both a doctoral exam and additional ones that allowed for the comprehensive preparation of the future professor. The *procedural* component of professors training system was its backbone. It included the forms and methods of educational process aimed at creating a sustainable focus on professional functions and pedagogical activity style mastery; ensuring the personal activity of pupils, their self-education skills development.

Public Education Ministry recognized it impossible to draw up a common curriculum for all the students of Professorial Institute, even for the students of one specialty. It was recommended to draw up individual plans for each student, taking into account the level of his or her preparedness. To this end, the students were additionally examined and interviewed immediately upon their arrival at Dorpat. As a result, for each of them, a curriculum was drawn up for the entire period of training, taking into their account their individual skills and attainments. In addition to attending lectures and taking part in other collective classes, the plan also provided for rather extensive independent, mostly practical, work. The study of archival documents related to the activities of Professorial Institute, the memories of his former students, allows us to conclude that the future Russian professors were trained by immersing them in the atmosphere of scientific research under the guidance of professors and mentors.

In the educational process, various forms of independent work were used: writing notes and reviewing books, writing articles or abstracts on a selected topic. The professor was to analyze the work written by a pupil together with the author, thus influencing his scientific development. Pupils practiced translations from ancient languages, wrote discursive essays in German and Latin about the studied subjects. These works passed the procedure of defense and discussion in special classes. Such a form of educational process organization as dispute was widely used. Thanks to these classes the future teachers ascertained that a subject mastery is not enough, one must still be able to convey it to the listener, to have great facility with words. When supervising independent work, the professors and mentors were required to pay the main attention to a subject essence letting students solve side- issues themselves [11, p. 1]. The purpose of such independent work was to prepare the students for the daily scientific research activities.

*Evaluative-reflective* component of future professors training system included the control method of the achievement of the goal set by the emperor to Professorial Institute. At the end of each semester the tutors submitted a report on “successes and diligence” of their students to the Director of the Institute. The director of Professorial Institute, V. M. Pervoshchikov, in his turn, reported the successes of the pupils to the curator every half-year. The report analyzed the difficulties faced by the students and achievements of each of them. It was important to make future professors realize that the changes affecting them, including critical attitude to existing ideas about the university professor image, have not only a subjective meaning, but the deepest objective significance for Russia. Summing up the results of the first semester (27 th February 1829), the director announced the curator, “Almost all the students of Professorial Institute understand and feel their important mission and justify it by their zeal towards science and laudable way of life. By this beginning it can be hopefully said that with the help of God, the beneficial intentions of His Imperial Majesty and the hope of the fatherland will be fulfilled by these young men” [12, p. 1].

By the nature of interaction between subjects of educational and scientific activity, targeted European level and type professors training system established at Dorpat Professorial Institute is a research and pedagogical school. This concept is considered in the cultural and historical context of the first half of 19<sup>th</sup> century. The main characteristics of the scientific and pedagogical school, as a system of Russian universities professors training, include:

1. Tutors, the founders (representatives) of scientific schools in specific scientific areas: V. Ya. Struve (Dorpat and Pulkovskaya astronomical schools) C. F. Ledebour (Dorpat Botanical School), M. R. Rathke (Dorpat Scientific school Comparative Embryology), F. Moyer (Dorpat Surgical school), I. M. H. Bartels (Dorpat Scientific school of Pure and Applied Mathematics), O. M. Engelhardt (Dorpat Scientific School of Mineralogy) F. K. G. Kruse (Dorpat Scientific School of General History), G. B. Esche (Dorpat Philosophic Scientific School) [13];

2. Students, the representatives of all Russian universities, united by the purpose to study at Professorial Institute (preparation for pedagogic activities in Russian universities);

3. Program (concept) for the preparation of professors-scientists in accordance with updated standards for the Russian university professor professional activity.

The important features of the scientific and pedagogical school development are: the existence of approved continuity mechanisms therein, formed traditions, individual pedagogical style of this school representatives. The idea of continuity was originally laid in the basis of a new system of the specialized training of professors for Russian universities by

Emperor Nicholas I: “We have worthy professors, but there are few of them and no successors to them; they must be trained by... and to this end, we must send about 20 of our best students to Dorpat for two years, and then to Berlin or Paris, not alone, but with a reliable mentor, for two years also; all these must be executed immediately” [14, p. 95 - 96]. In this regard, Professorial Institute pays special attention to the issues of continuity, which are considered at “private” (“personal”) level, their content includes “methods and tools of activity” [15]. This continuity of professional activity rules, style and tradition owed their origin to a particular era and specific personalities, from teacher-master to apprentice at Professorial Institute and the scientific and educational work of its graduates [16].

Under the guidance of experienced mentors’ students deviated from the formal studying of a subject. In addition to the important scientific provisions, indisputable facts, significant events, they had an opportunity to become aware of their critical assessment emotionally and excitedly pronounced by the teacher, could express their opinions. Future professors, in addition to a subject content, learnt effective forms and methods of its presenting and, subsequently, as evidenced by the memories of the students, were able to successfully implement and improve them. The aim to complete the training allowing for the occupation of professorial positions at one of the local universities gradually started being clearly expressed and stopped being a mere regulation. Inspired by the examples of their mentors’ careers the students were ready to follow them.

The timeless standards of Russian professors’ professional activity were the essential core of pedagogical style succession in Professorial Institute. They owe their origin to a particular era and particular persons. These norms were inherited in subsequent domestic universities development periods, i. e., passed down from the Teacher-master to his apprentice, became timeless, were manifested in Professorial Institute graduates professional activity style. The most important aspect for the scientific and pedagogical school of Dorpat Professorial Institute was not the fact that the student continues the case studies of his supervisor, but the fact that studying other subjects, he continues teaching in the same style as his mentor.

In the course of communication with their curators, “known for their scientific achievements”, the pupils learnt how important it is for the future professor to possess extensive knowledge. This realization was an impetus for action, intense mental work. Dorpat provided all the necessary conditions for this: rich university library, as well as the personal libraries of the Institute professors, kindly procured to the students; a large number of additional lectures and tutorials. Museum, botanical garden and anatomical theater provided the opportunity to test not only their knowledge, but also the research hypothesis. While studying at Professorial Institute the students were cultivated a taste for the use of visual methods in teaching, as evidenced by their efforts to purchase foreign teaching aids and tools for their future chairs at national universities.

The social environment was of no small importance in the formation of future professors. “With regard to the composition, students’ life, their attitude towards the university, professors, and their relations between each other, the University of Dorpat introduced something completely different from other Russian universities”, [17, p.48] wrote a professor of Moscow University, N. A. Lyubimov. From their first days at Tartu University the graduates of Professorial Institute marked good attitude to them, both on the part of professors and students. This was a significant factor contributing to the successful adaptation of young people to unfamiliar national culture, a new language environment. N. I. Pirogov, one of the graduates of Professorial Institute, wrote in his memoirs, “In Dorpat we are honored as fully fledged professors, all the doors are opened for us; local professors, mostly

elites, always favorably ask to visit them and pay visits themselves. Imagine, venerable old men, already somewhat known for their erudition, shake the hands of the inglorious young men” [cit. ex: 18, p. 15].

As for the relations with the students of Dorpat University, a former student of Professorial Institute, V. I. Lapshin wrote in his memoirs: “Dorpat students of that time, who practiced German duels a lot, decided at their corporations not to challenge the professors and students of Professorial Institute to a duel. And the reason for this was never proved” [19, p. 123]. The focus on mastering the research methods and techniques used by the professor-mentor was formed in the atmosphere of scientific and pedagogical school of Professorial Institute. It enabled future professors to get involved in the seminars organized by the University of Berlin in the period of foreign scientific probation. Currently, it is often said that it is necessary to organize foreign exchanges. But in the past, it was clear that the result of the internship will be completely different if to send abroad the student, albeit with A level, or already accomplished young scientist who understands how such internship may facilitate his scientific researches. The future Professor of Russian universities took the assessment of what they saw in European universities ex professor, thus revealing not only positive but also negative sides thereof.

The usage of prosopographic method allowed compiling the collective biography of the professors studied at Dorpat Professorial Institute. This biography considers such aspects as the level of initial candidates’ training for admission to Professorial Institute, study at Professorial Institute learning, research and teaching activities of Professorial Institute graduates, significant achievements in professional activity, social significance. This method made it possible to identify the similarities in the professional style of Professorial Institute graduates admitted in the first third of 19<sup>th</sup> century, in their teaching of humanities, natural, mathematical and medical disciplines at Russian universities. They included:

- eloquence at lectures as the teacher’s ability to motivate the student for his subject and research activities;
- readiness of the supervisor to realize himself as the teacher, his awareness of the value of this continuity;
- use of the entire armory of resources and teaching methods chosen individually by the teacher in accordance with the student’s performance;
- the professor’s great attention to a method, its equal importance to research activities;
- the professor’s erudition, his ability to respond to possible his students’ interest’s diversity and his readiness to encourage them to these interests;
- visibility, practical teaching of science at the level of its most recent achievements;
- inclusion of students in the microstudies feasible for them (translations, expeditions);
- high socio-pedagogical activity of the professor in the common educational issues (which was especially inherent in Professorial Institute graduates in the 1860s, when they were already well-known scientists).

The start of the young professors’ career coincided with the adoption of the new Russian Universities Charter. All of the Russian universities received from Professorial Institute qualified reinforcements, enabling them to be engaged in reform process in accordance with the new Charter. Professorial Institute graduates of the two years started their teaching careers at the following universities: Nikolay Ivanovich Pirogov - in Tartu

University; Iosif Vasilyevich Varvinsky, Petr Grigorevich Redkin, Dmitriy Lvovich Kryukov, Aleksandr Ivanovich Chivilev, Fedor Ivanovich Inozemtsev, Alexei Matveevich Filomafitsky, Grigoriy Ivanovich Sokolsky - at Moscow University; Petr Davydovich Kalmykov, Stepan Semenovich Kutorga, Mikhail Semenovich Kutorga, Aleksey Nikolaevich Savich, Ignatii Iakinovich Ivanovsky, Ivan Osipovich Shikhovskiy - at St. Petersburg University; Alfons Osipovich Valitsky, Mikhail Mikhaylovich Lunin, Petr Petrovich Lyubovskiy, Vasiliy Ivanovich Lapshin - at Kharkov University; Nikolay Alekseevich Ivanov, Nikanor Alekseevich Skandovskiy, Ivan Yakovlevich Gorlov, Petr Ivanovich Kotelnikov - at University of Kazan; Peter Yakovlevich Kornukh-Trotsky - at the University of Kiev (St. Vladimir University); Egor Egorovich Sabler was appointed as the director of the Vilnius Astronomical Observatory.

It was a new generation of domestic professors, “to become familiar with the ideas of the classical university and to add national character to the Russian universities through the creation of the first Russian scientific schools and rising the scientific activities of the university to the rank of a social phenomenon” [20, p. 20]. Russian universities, thanks to the works of Professorial Institute graduates acquired the image of national universities.

### 3. RESULTS

The authors systematically reviewed the poorly studied historical and educational phenomenon of Dorpat Professorial Institute. “Scientific and pedagogical school” as a strategic priority in professors training substantiated by the authors is a central category used in the research. Dorpat Professorial Institute represented a school for future professoriate training. The researchers managed to choose the right category that most accurately represents the analyzed phenomenon. In the process of historical and pedagogical research, Professorial Institute pedagogical system was authentically reconstructed as a set of targeted, substantive, procedural and evaluative components of its activities from phenomenological point of view. The set of historical and pedagogical research methods (historical simulation method, prosopographic method, study and analysis of archival documents) were used effectively. This made it possible to systematically and fully elucidate the historical facts of creation and activity of Professorial Institute. The authors created a historical basis for the development of theoretical provisions to optimize the training of teaching staff for national universities at the present stage.

### 4. DISCUSSION

The development of the Bologna Process in Europe at the turn of 20-21st centuries aroused increasing interest among domestic researchers in the problems of Russian and European university education systems, outlined a need to conduct a comparative analysis of the experience of solving scientific and pedagogical staff training problem in domestic and foreign education systems. Analyzing the Russian professors training methods in 18-20 th centuries some researchers (A. N. Kostikov [21], G. U. Matushansky [22], V. V. Laptev, S. A. Pisareva, A. P. Tryapitsyna [23], etc.) note that in most countries there was no “special professors training for teaching in higher education institution” [21, p. 214]. “Major achievements in science” considered to be the main indicator of the teacher’s professionalism in most countries. A confirmation of this is found in the work of a professor of Berlin University, F. Paulsen [2], published in 1904. The generalizing fundamental work “Geschichte der Universität in Europa”, 2004, published under the editorship of Professor Walter Rygge in Munich noted that the Prussian university model provided for professors

training was, “designated for the training of scientists, future professors and researchers” through participation in workshops, internships in laboratories and clinics [24, p. 57 ].

Based on teaching staff training problem solution experience analysis carried out in domestic and foreign education systems, Dorpat Professorial Institute can be viewed as a historical and pedagogical phenomenon, extraordinary and unusual one. Domestic universities did not practice a similar training system. Today, the issue of professors’ research and teaching activities differentiation is becoming more and more relevant. The methods of its solution include establishment of national research universities and a new post-graduate education system. In this dispute, the Russian idea of the classical university, based on a combination of scientific research and teaching methods rests on the experience of Dorpat Professorial Institute.

Today, categorical arsenal does not contain any exact equivalent, able to absorb internal features and reflect the great historical significance of Dorpat Professorial Institute for national culture. In this regard, it was important to choose the right category, which would designate the phenomenon under study in the most appropriate manner. The comprehensive analysis of the Dorpat Professorial Institute suggests: it created a professors *training system* for local universities, which by its nature of the interaction between the subjects of educational and scientific activities in the cultural and historical context of the first half of 19<sup>th</sup> century was a research and teaching school. This atmosphere helped to form the norms for domestic university professor professional activity, to transfer the values of scientific and pedagogical activity from the teacher to the student: through an example - using the example of the professor-mentor; by opinions exchange and value attitudes formation. It gave rise to scientific and pedagogical traditions kept up and developed by the graduates of Professorial Institute in their professional activities [1].

Domestic universities of the first half of 19<sup>th</sup> century developed scientific and pedagogical schools of humanities, natural mathematics and medical disciplines teaching. This allows stating the effectiveness of traditions continuity mechanisms prevailing in the scientific and pedagogical school of Professorial Institute. The changes in the development of Russian science and culture in the first half of 19<sup>th</sup> century were due to the influence of domestic professors of the new formation, who saw themselves not only as teachers and scientists but also as an integral part of the cultural life of that time. These changes are manifested in the following:

- pedagogical education development, elaboration of theoretical foundations for the national pedagogy in 19<sup>th</sup> century thanks to the significant Professorial Institute graduates’ contribution to this business, who associated their careers with teaching only;
- mainstreaming of scientific societies in Russian scientific potency development. The graduates of Professorial Institute, who gained supreme authority in academic community in the 40-50-ies of 19<sup>th</sup> century already, were active members of these societies. Upon their initiative were created and productively functioned new academic communities: Pirogoff’scher Verein (surgeons’ academic community), Community of Russian doctors in Moscow, St. Petersburg Pedagogical Society which were founded by the graduates of Professorial Institute, N. I. Pirogov, F. I. Inozemtsev and P. G. Redkin;
- mainstreaming of the Russian professor at the international level: domestic young scientists started being elected as members of various Western European academies and academic communities;



- wide range of Russian universities professors' teaching activities since 1830-s: public lectures, publications in scientific reviews, special periodicals establishment [25, p. 299].

## 5. CONCLUSION

The system of teaching staff training for the Russian universities established in the first third of 19<sup>th</sup> century at Tartu Professorial Institute is very culturally significant for modern national higher education and science development. This is especially important due to the fact that teaching staff training is currently focused on the development of these organizational forms and scientific activity development, the revival of the values and norms traditional for Russian civilization, including teaching ones. Such retro-analysis allows adequately putting the current changes in Russian higher education in the context of objective globalization, informatization and modernization processes into the history.

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