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NOBLE CHARITY SUPPORT FOR THE CADET CORPS FROM THE SOUTHERN UKRAINIAN PROVINCES

- Abstract -

The formation process and the order of operation of the cadet corps are analyzed. The thesis about the effectiveness of supporting the South Ukrainian nobility and its importance in the context of optimizing the activity of the cadet corps is proved. In the period tends to increase the number of cadet corps, which created the possibility of aristocratic youth education in the region. Care nobility of education and training of their children's cadet corps had not highlighted specific military schools aimed at training military personnel, and schools for training highly cultured citizens eligible to serve on the territory of the state, military and social life.

Keywords: cadets; cadet corps; military school; nobles; Southern Ukrainian provinces; donations.

Introduction

Problems of military history often attract the attention of researchers. Among other topics, particular attention is drawn to the issue of training commanders for the army and navy. Of particular interest is the unique experience gained by the cadet corps in the field of military-patriotic and spiritual-moral education of the younger generation. After all, at the present stage in Ukraine, this type of educational institutions has become necessary, which must be taken into account in the formation of innovative doctrine of the national educational system.

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The Problem Statement

Studying this problem is a topical trend in historical research, as it optimizes the process of reviving the army and creating an advanced system of modern education. In addition, the scientific solution of modern problems to improve the training of military specialists in the relevant educational institutions in Ukraine is impossible without taking into account the experience of past generations.

Research Analyses

The history of the development of cadet corps, the analysis of the main directions of their activity are the subject of interest of modern scientists. In the article by A. Makhinko analyzes the history of cadet corps in Ukraine during XIX – early XX centuries and in the present day¹. The attention is paid to a state policy aimed at increasing the number of military educational institutions and their role in officer training. The author investigates principles in the organization of training and educational system, describes various aspects of officers' training. Cadet corps in modern Ukraine and general tendencies of state cadet training are considered.

The article by M. Ermak is devoted to the history and development of cadet education in prerevolutionary Russia². We consider a system of education and training cadets in the Russia. The author is sure that the achievements of cadet education of that time can be successfully continued and developed in modern teaching practice, when almost all law enforcement agencies have their own cadet schools, and many schools have cadet classes and more and more children are already getting cadet education in modern conditions.

In the article by I. Kolesnik is devoted to the history of cadet corps' genesis in pre-revolutionary Russia. It shows the system of cadet's training in Russia. The author summarizes that the cadet corps left the next generation an effective system of training and educating young people. The educators of the cadet corps wanted to see such features in the personality of their wards: courage, honor, dignity, decisiveness, self-control, friendship and devotion to the Fatherland. These and other personality traits of the future officer were formed in the process of instilling

¹ Makhinko, A. I. (2013). Z istorii kadetskykh korpusiv v Ukraini. *Storinky istorii: zbirnyk naukovykh prats*. Vyp. 35. P. 117-126.

² Ermak, M. A. (2012). Istoriko-pedagogicheskij analiz razvitiya sistemy obucheniya i vospitaniya kadet v Rossii. *Vestnik Sankt-Peterburgskogo universiteta MVD Rossii*. No. 2 (54). P.202-205.

in teachers of pupils a love of work and service³. Attention was also paid to the respect of elders, the implementation in practice of the principle of mutual assistance, discipline and diligence, accuracy, the desire for self-improvement, etc.

The article by O. Yefimova deals with the historiographical analysis of the sources on the issue of training the pupils of the Ukrainian cadet corps for the military service (the second half of the XIXth – the beginning of the XXth centuries)⁴. The found literature has been grouped according to its sort: the first group includes the works of general character devoted to the history of the emergence and development of the military educational institutions in the Russian Empire generally and in Ukraine, which was part of it in particular; the second one includes the works devoted to the outstanding personalities, whose activities significantly influenced the training of domestic military cadres in different historical periods; the third group is represented by memoirs of former pupils, founders, directors, officers-educators, who worked in cadet corps in different historical periods; the fourth one includes the thesis, the subject of study of which were the ways, content, means for the formation of military cadres in pre-revolutionary times and during the period of Ukraine's development as an independent state. It is noted that the further research should be aimed at studying the socioeconomic and political preconditions for the formation and development of the training of military cadres in Ukraine in the second half of the XIXth – the beginning of the XXth centuries.

The article by M. Lyapina deals with the main stages of the cadet education development in Russia including the current one from 1993⁵. The author considers the cadet education in the context of its civic, patriotic and military resources: as following secondary and higher military education and additional staff of government employees.

The article by S. Kormilets investigates issues related to the organization of military-applied training in cadet corps of the Russian Empire in the territories of

³ Kolesnik, I. V. (2016). K voprosu ob organizacii vospitaniya uchashihsysya kadetskikh korpusov v XVIII-XIX vv. *Uchyonye zametki Tihookeanskogo gosudarstvennogo universiteta: Elektronnoe nauchnoe izdanie*. No. 4 (2), t. 7. P. 415-420.

⁴ Yefimova, O. V. (2017). Istoriohrafiiia problemy pidhotovky maibutnikh viiskovosluzhbovtziv u kadetskykh korpusakh Ukrainy (druha polovyna XIX – pochatok XX st.). *Pedahohika formuvannia tvorchoi osobystosti u vishchii i zahalnoosvitnii shkolakh: zbirnyk naukovykh prats*. Vyp. 54 (107). P. 20-29.

⁵ Lyapina, M. Yu. (2013). Osnovnye etapy razvitiya kadetskogo obrazovaniya v Rossii. *Teoriya i praktika obshchestvennogo razvitiya*. No. 5. P. 159-161.

Ukrainian provinces in the XIXth – early XXth century⁶. The basic stages of formation and development of military training cadets, the key components of special training, and requirements that were presented to its organization are revealed. The examples of summer camp sessions in various cadet corps in Ukrainian provinces are given, the appropriateness of their location and a variety of educational process in summer camps are described. Therefore, the completely military-applied education was focused at the formation of highly educated, cultural, professional, well-trained officer, a patriot and defender of the motherland. The quality of applied military training was at a high level, as evidenced by reports of the administration of cadet corps to the main Directorate of military educational institutions.

The article by A. Chorniy concerns the formation and activities of maritime schools in the South part of Ukraine during the period of sailing fleet⁷. The author emphasizes that naval education in the south of Ukraine in the era of the sailing fleet covered the system of naval institutions, which focused on the training of officers and sailors for the Navy, as well as the corresponding personnel for the coast service. At the same time, in addition to the training of specialists in educational institutions, which was divided into theoretical and practical, there was also a system of retraining and improving the skills of naval officers and sailors in combat training. The level of training of the officers who were educated within the walls of the aforementioned educational establishments met the basic requirements of service on military sailing vessels of any type.

The subject of the study's authors S. Wozniak and I. Tonkonog – the content; forms and methods of training of cadets at the Petrovsky Poltava cadet corps in the late XIX – early XX century⁸. The authors argue convincingly that thorough preparation cadets provides high professionalism of teacher's institutions that use a set of different methods and tools. Weapons solid knowledge; formation and skills of pupils in the Poltava cadet corps helped complete system of training of the future

⁶ Kormilets, S. V. (2014). Viiskovo-prykladna pidhotovka v kadetskykh korpusakh Rosiiskoi imperii v XIX – na pochatku XX stolittia. *Pedahohichni nauky: teoriia, istoriia, innovatsiini tekhnolohii*. No. 10 (44). P. 123-132.

⁷ Chorniy, O. (2012). Viiskovo-morska osvita na Pivdni Ukrainy v epokhu vitrylnoho flout. *Naukovyi chasopys NPU imeni M.P. Drahomanova. Istorychni nauky: Zbirnyk naukovykh prats*. Vyp. 9. P. 249-257.

⁸ Vozniak, S. M., Tonkonoh, I. V. (2016). Pidhotovka kadetiv u Poltavskomu kadetskomu korpusi. *Viiskova osvita: Zbirnyk naukovykh prats Natsionalnoho universytetu oborony Ukrainy imeni Ivana Cherniakhovskoho*. No. 1 (33). P. 35-41.

of the military; which included the study of theoretical subjects; practical training; individual work of students outside of class and independent work.

There are highlighted the aspects of establishing and functioning of the Kyiv St. Volodymyr cadet school, its role in the educational system of the Russian Empire in the article by T. Bulgakova⁹. The author describes its state during the revolution events of 1917–1919 and the period of the Ukrainian liberation movement.

The article by Y. Komirenko is based on different sources, which cover pre-revolutionary experience of cadet corps, shows the way how instructions of directorate General of military-educational institutions are followed in Poltava, Kyiv, Odessa and Sumy cadet corps in the second half of XIX – early XX century, which is said in works of general M. Dragomyrov¹⁰. Within the context of military educational reform of 1860–1870, in spite of the reorganization of form, structure and context of military educational process, the main goal stays to be the same – to prepare regular officers; afterwards the priority was placed on educational process, directed towards the formation of a defined world view, personality traits and moral qualities, necessary for the serviceman professional activity. Another work by Y. Komirenko is dedicated to the investigation of the issues connected with the reforming in 1860's of cadet corps in military gymnasiums and implementation in learning and educational process of the conception of education study of Y. Herbart. The problem was examined in the aspect of ethnopsychological factors, which determined the specific nature of pedagogical experience of cadet corps of Dnipro Ukraine in the field of education and made this experience successful, unlike the rest of provincial institutions of military education of Russia¹¹.

However, the issue of the development of cadet corps in the context of identification of noble charity assistance, the study of the importance of such support for the effective existence of military educational institutions has not been sufficiently studied. We have selected these questions for the purpose of our research.

⁹ Bulhakova, T. O. (2013). Istoriiia rozvytku Kyivskoho Volodymyrskoho kadetskoho korpusu (za dokumentamy Derzhavnoho arkhivu m. Kyieva). *Arkhivy Ukrainy*. No. 3, P. 127-137.

¹⁰ Komirenko, Yu. A. (2013). Moralne vykhovannia v kadetskykh korpusakh Naddnyprianskoi Ukrainy druhoi polovyny XIX – pochatku XX st. u konteksti formuvannia viiskovoi pedahohiky yak novoi naukovo-praktychnoi haluzi. *Pedahohichnyi dyskurs*. Vyp. 15. P. 349-355.

¹¹ Komirenko, Yu. A. (2017). Vprovadzhennia u pedahohichnu praktyku kadetskykh korpusiv Naddnyprianshchyny u 1860-kh rr. kontseptsii vykhovalnoho navchannia (etnopsykholohichnyi aspekt). *Zbirnyk naukovykh prats Khersonskoho derzhavnoho universytetu: Pedahohichni nauky*. Vyp. 75. t. 1. P. 50-53.

Statement of the basic material

In the history of the Russian empire XIX – early XX century. The important role was played by the army, especially its officer corps. In its preparing significant importance had military schools, including cadet corps. Cadet Corps called secondary military schools of closed type, created mainly for children of nobles. Noble Empire state actively became involved in the founding of the cadet corps. Nobles made funds in addition to the state appropriation for the maintenance of military schools, “contributing in this matter by the Government, which cares about the benefits of the nobility, as though in terms of arranging housing and assigned amount from the treasury, but, given the considerable needs of the institution needed help from the provinces”¹². The peculiarity was that state oriented local nobility at a charity act.

It is advisable to recall that the establishment of military education in the Russian Empire associated with the opening of the Land (1731) and Marine (1752) noble cadet corps to “nobility of his early years taught in theory and then in practice was suitable”¹³. This type of military schools became a center for training of officers of the Russian Army XVIII century. This is evidenced by the growth of these institutions. If the period from 1800 to 1882 was founded 18 cadet corps, in 1917 there were already 31¹⁴. It should be noted that the cadet corps XVIII century. Conducted training not only officers but also civil servants, due to insufficient civic education in the study period. Except in cases of nobles trained a small percentage of children from middle class. Noblemen prepared for military service, the middle class – to the teaching activities. We agree with N. Alexandrova, that in such circumstances institution manifested more is “closed” because children are not assimilated bourgeois in nobility environment and opposed him¹⁵.

The beginning of the systematic law on the organization of the cadet corps was laid by Emperor Nicholas I in 1830. It was then issued “Regulations for military schools second class”, which determined the composition of schools, their internal ordering procedure, rules of admission and release of inmates. The document has formulated goal of establishing military schools “to give young Russian nobility

¹² Grekov, F. V. (1910). *Kratkij istoricheskij ocherk voenno-uchebnyh zavedenij 1700-1910*. M.: Tipografiya Vilde. 190 s.

¹³ Ob uchrezhdenii kadetskogo korpusa: Ukaz imennoj, dannyj Senatu, Polnoe sobranie zakonov Rossijskoj imperii, I, t. VIII, No. 5811, 29 iyulya 1731 g.

¹⁴ Ibid.

¹⁵ Aleksandrova, N. V. (1998). Specifika vospitaniya i obrazovaniya rossijskogo dvoryanstva v poslednej chetverti XVIII veka. “*Magistra Vitae*”: *elektronnyj zhurnal po istoricheskim naukam i arheologii*. No. 1 (8). P. 26-30.

decent education in the direction they must have to approve in pupils these rules piety and pure morals and teaching them everything that defined them military rank need to know, to make them able to serve the emperor with honor and the welfare of their lives to establish an unwavering commitment to the throne”¹⁶. The formation of several cadet corps explained by the desire to create the possibility of minor “brought up for military service near their families”. In 1848 was issued a special instruction with detailed instructions regarding the “spirit, purpose, direction, methods and scope of moral and mental training in military schools”. This guideline received legislative approval.

In the course of reforms 60-70-ies. XIX century. Government undertook the reorganization of military education. Radical changes in this area have been linked to the activities of the War Minister D. Milutin. In 1863 military schools were established, which took over the function of the former cadet corps special classes and institutions began preparatory military schools. In the new schools was significantly expanded general course on reducing teach military affairs. So cadet corps turned into secondary schools with elements of vocational training, and special training of military personnel carried out in schools, which were created at the district headquarters. With the transformation cadet corps in military school was issued Regulations on the institutions approved in 1866.

Period of Counter-Reformation has come after accession to the throne of Alexander III in 1881 in the country. The change in government policy felt the military schools also. Military schools were reorganized into the cadet corps again. In 1882 the emperor ordered that these institutions continue to be guided further regulations in force then to modify them by law¹⁷. In the same year began drafting the new Regulations on the cadet corps, and were taken into account all previous resolutions on military-educational institutions, issued in 1830 in the previous year’s report the Minister of War, approved by the emperor, were set out the main principles needed reforms in the military schools. In particular, attention was drawn to the fact that students of military schools, to give them a general education and training, not prepared to go to military school designed to train front-line officers in the army. Therefore, it was considered appropriate to provide a cadet arrangement, which would correspond to their destination as institutions that prepare their students to go to military schools. But above all that the law ought main objectives

¹⁶ Vysshee utverzhdyonnoe obshee polozhenie dlya voenno-uchebnyh zavedenij vtorogo klassa: Ukaz imennoj, dannyj Senatu, Polnoe sobranie zakonov Rossijskoj imperii, II, t. V, ch. 1, No. 3615, 20 aprelya 1830 g.

and overall direction of education and training cadet who had to serve the principle source for the proper development of the educational activities cadet corps designed to prepare the faithful and reliable servants of the throne and the fatherland¹⁸. The project was approved in 1886 was considered appropriate to provide a cadet arrangement, which would correspond to their destination as institutions that prepare their students to go to military schools. But above all that the law ought main objectives and overall direction of education and training cadet who had to serve the principle source for the proper development of the educational activities cadet corps designed to prepare the faithful and reliable servants of the throne and the fatherland¹⁹. The project was approved in 1886 was considered appropriate to provide a cadet arrangement, which would correspond to their destination as institutions that prepare their students to go to military schools. But above all that the law ought main objectives and overall direction of education and training cadet who had to serve the principle source for the proper development of the educational activities cadet corps designed to prepare the faithful and reliable servants of the throne and the fatherland. The project was approved in 1886 who had to serve the principle source for the proper development of the educational activities cadet corps designed to prepare the faithful and reliable servants of the throne and the fatherland²⁰. The project was approved in 1886 who had to serve the principle source for the proper development of the educational activities cadet corps designed to prepare the faithful and reliable servants of the throne and the fatherland. The project was approved in 1886.

Separately dealt noble tradition liquidated scholarships to schools to military cadet corps. Thus, in relation Southern provinces discussed the transfer of 20 scholarships from Ekaterinoslav province, 1 – from Tavria, 4 – from Kherson²¹. Note that the number of noble fellowship was to be changed depending on the difference in pay, which was collected from students in military schools and cadet corps.

As mentioned, the main statutory instruments that regulate the organization of educational process in the cadet corps, was the “Regulations on the cadet corps” approved by Alexander III February 14, 1886. During the drafting of the “Regulations” had declared his main task “firmly and defined legally set goals and

¹⁷ Polozhenie o kadetskih korpusah, vysochajshe utverzhdyonnoe 14 fevralya 1886 goda (1886). SPb.: Tipografiya M. M. Stasyulevicha, 94 s.

¹⁸ Ibid.

¹⁹ Ibid.

²⁰ Ibid.

²¹ Ibid.

general direction of education and training cadets should serve as the starting principle for the proper development of the educational activities cadet corps designed to prepare loyal and trusted servants of the throne and the fatherland”²². In the first chapter “Regulations” formulated the goal of preparatory military schools: “cadet corps intended to provide minor designated for military service in the officer ranks and most distinguished sons of officers general education and training appropriate to their appointment”.

So whatever way cadet corps organization changed from the mid XIXth to the early XXth century. The main purpose of the educational process remained training staff officers. Orientation on military affairs, which featured military schools from the rest, defined primarily moral nature and focus of the training.

The specificity of the cadet corps as preparatory level in the structure of military educational institutions stipulated priority educational process aimed at forming a certain type of ideology and specific character traits required serviceman in the implementation of his professional activity. In the fourth chapter charter document cadet corps provides a detailed definition of the tasks of the educational process, to be implemented in these schools, “Education in the cadet corps, vividly imbued with the spirit of the Christian faith and strictly consistent with the general principles of the Russian government, has as its main goal training of youths who are educated for future service king and the country, through a gradual, from childhood to develop those faithful cadet concepts and aspirations, which serve as a solid foundation of true devotion to the throne conscious conquest of power and the law and a sense of honor, goodness and truth. In accordance with this objective case education has in each cadet to fully develop physical and mental abilities; the right to form character, instill the deep piety and loyal duty and firmly arranged through the makings of moral qualities that are very important for the education of the future officer”²³.

In order to prepare professionals for several military districts of the Russian army, Southwestern, Southern and Kharkov – in the second half of XIX – early XX century. the territory of the Dnieper opened four cadet corps: Poltava (1840), Kyiv (1852), Odessa (1899) and Sumy (1900). Let us dwell on the history of the cadet corps, in which the young can learn nobles Southern provinces, and hence their retention was attended by representatives of noble status in the region.

Cadet corps in Poltava was founded by imperial decree of 1836. The document said in part: “...wishing that this useful and military institutions served as

²² Ibid.

²³ Ibid.

a monument to the famous victory won at Poltava Peter I, say to call this building Petrovsky-Poltavsky and its foundation day celebrated annually on the day of victory on June 27 that young nobles, who are brought up in this place, in preparation for a field as military, talked more about the glory that once gained their ancestors in fields of Poltava, and, inspired by their odvyhamy sought themselves to become faithful sons of the fatherland and worthy servants of the throne”²⁴.

Into the corps were taken to Poltava nobility Ekaterinoslav, Poltava, Kharkiv and Chernihiv provinces. Noble condition above provinces from January 1, 1830 began raising funds for the future of the institution. He decided to make annually by 10 kop. soul of each census²⁵. In 1838 nobles was donated 281368 rubles silver²⁶. This year approved the Regulations on Petrovsky-Poltavsky cadet corps. At the opening of the housing capital donated four provinces assigned to the corps, reached 632 thousand rub., another 300 thousand rub. were released state treasury²⁷. Do not stay indifferent liberal state and to the urgent need for housing in their own room. Noble Assembly, held in 1836, despite the poor harvest for six years, “filled with profound feelings of awe and gratitude loyal to the monarch by the foundation in Poltava in favor of Little cadet corps” decided on the placement of buildings cadet corps “collect from each gentleman in the number of registered males and 1 rub. for four years, starting with the collection of 1836 so that the annual fee by 25 kop. estimates tabled in rural general obligations”²⁸. The total amount of funds allocated nobility of Ekaterinoslav, Poltava, Kharkiv and Chernihiv provinces to Poltava cadet corps in 1838, reached 2 million rubles²⁹. In the arrangement of buildings neranzhovanoyi company Kharkiv and Chernihiv nobility donated more than 27 thousand rub. silver, Ekaterinoslav nobles and the maintenance of the company in 1854 donated 150,000th capital. Poltava cadet corps started in 1840 the total number

²⁴ Ob imenovanii uchrezhdaemogo v g. Poltave kadetskogo korpusa Petrovskim-Poltavskim: Ukaz imennoj, dannyj Senatu, Polnoe sobranie zakonov Rossijskoj imperii, II, t. XI, ch. 1, No. 8751, 5 yanvary 1836 g.

²⁵ Pavlovskij, I. F. (1907). *K istorii Poltavskogo dvoryanstva (1802-1902). Oчерki po arhivnym dannym s risunkami*. T. I. Izdanie Poltavskogo dvoryanstva. Poltava: Elektricheskaya tipo-litografiya torgovogo doma I. Frishberg i S. Zorohovich, 277 s.

²⁶ O pozhertvovanny dvorian na obustroistvo kadetskoho korpusa, TsDIAUK, f. 267, op. 1, spr. 68, ark. 3.

²⁷ Pavlovskij, I. F. (1907). *K istorii Poltavskogo dvoryanstva (1802-1902). Oчерki po arhivnym dannym s risunkami*. T. I. Izdanie Poltavskogo dvoryanstva. Poltava: Elektricheskaya tipo-litografiya torgovogo doma I. Frishberg i S. Zorohovich, 277 s.

²⁸ Ibid.

²⁹ Varadinov, N. V. (1862). *Istoriya Ministerstva vnutrennih del*. SPb.: Tipografiya Ministerstva vnutrennih del, ch. 3, kn. 2, 746 s.

of students – 100 cadet – up to 70 people had to hold their own on the amount donated by the nobility of these four provinces. In support, in the collection of data on military-educational institutions of Russia read: “to make children of nobles provinces to Petrovsky-Poltavsky cadet corps assigned based on calculating the cost of annual maintenance (194 rubles silver) and a proportion to the amounts of donations, the nobility of each province made, namely Ekaterynoslav – 24, Poltava – 10, Kharkov – 13, Chernihiv – 16. Total – 63 people³⁰.

By order of Nicholas I in 1833, it was decided to open a military school in the Kiev for the nobility of Volyn, Kyiv, Podil, Taurian and Kherson provinces. In 1847 these provinces gathered nobles subscribed almost 200 thousand rub. silver for the construction of a building for the institution in which young nobles had to learn the area. In addition, the nobles pledged to donate to the opening day of the Kiev building on its continued maintenance for 5 kop. from each man that was annually make about 67 thousand rub. silver³¹. Typically, the cadet corps received as an honorary prefix to the name of the institution named chief - a member of the imperial family or famous military commander. Nicholas granted the nobility of Volyn, Kyiv, Podil,

The official opening of Kiev Vladimir cadet corps took place in 1852. By 1857 it was non-ranked cadet corps created for training junior cadets who had to continue their education in other cases. During issued in 1858 a special position in the case were brought up 400 cadet averaged over 5 common and 2 special classes³².

The Odessa cadet corps opened in 1899 by the command of Emperor Nicholas II who also approved the Regulations. The idea belonged to the commander of the Odessa District, Earl A. Musin-Pushkin, who spoke about the necessity of creating such cadet corps in Odessa in the mid 90's. of the XIXth century, as a special school for children of military personnel. It was assumed that there would teach mostly orphans whose parents were officers of the Russian army³³. An exceptional attention to the hull showed the Grand Duke Konstantin,

³⁰ Melnickij, N. (1857). *Sbornik svedenij o voenno-uchebnyh zavedeniyah Rossii (suhoputnogo vedomstva)*, t. 2, ch. 4, SPb.: Tipografiya Glavnogo Shtaba Ego Imperatorskogo Velichestva po Voенno-Uchebnym Zavedeniyam, 146 s.

³¹ Zavadskij, N. P. (1901). *Vladimirskij-Kievskij kadetskij korpus. 1851-1901. Istoricheskij ocherk*. K.: Tipografiya R. K. Lubkovskogo, 145 s.

³² Ibid.

³³ Citovich, V. V. (1906). *Odesskij Velikogo knyazya Konstantina Konstantinovicha kadetskij korpus za pervye sem let ego sushestvovaniya*; Pod red. S. V. Petrovskogo. Odessa: Tipografiya E. I. Fesenko, 229 s.

after whose death in 1915 Odessa cadet corps was granted its patronage. The case became known as Odessa cadet corps of Grand Duke Konstantin Konstantinovich.

In 1914 a decision establishing the Naval Cadet Corps in the Sevastopol. This institution had become the second in the Empire Training for Navy after St. Petersburg. Given the difficult external and internal factors, body no longer functioned year since its opening in 1916.

At the end of the XIX – early XXth century prestige cadet corps decreases due to deterioration in their state of educational work and the reluctance of young people to engage in noble military affairs. In these circumstances, the main military government military schools were forced to take measures to improve the quality of training to improve knowledge and faculty buildings.

Other military schools opened in the Southern Ukrainian provinces. At the end of the XVIII century in Kherson was founded marine artillery school, which later transferred to the Nikolaev. Until five years of college, teaching children of nobles were taken from 12 to 16 years. The school lasted until the opening in the city. Nikolaev in 1837 2nd marine training of crews which entered as the 1st artillery company. As part of the 2nd artillery crew training mouth was a decade until it was disbanded in 1847. In 1826 based on the navigation, school was established Black Sea mate mouth. It adopted boys aged 10 to 16 years – children of nobles, officers and officials. Those who are educated at private boarding and passed the examination immediately credited to the midshipmen. Since 1827, the establishment of the Corps naval navigators, company began to prepare specialists of the housing. Company gave a solid professional, theoretical training and life. The training naval crew started in 1837 initially consisted of one artillery company reorganized from the former Naval Artillery School and four naval companies. By the artillery company nobility, adopted children aged 13 to 16 years. Science course was designed for five years.

Conclusions

Therefore, the main purpose was to prepare the cadet corps for the future of defenders of the fatherland and the throne. Government was concerned that it was noble youth majority of pupil's cadet corps. This is consistent with the needs and the noble class. That is why these military schools received substantial donations from the nobility community's respective provinces. In the period tends to increase the number of cadet corps, which created the possibility of aristocratic youth education in the region. Care nobility of education and training of their children's cadet corps had not highlighted specific military schools aimed at training military personnel,

and schools for training highly cultured citizens eligible to serve on the territory of the state, military and social life.

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