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PROFESSIONAL-ETHICAL AWARENESS IN THE TEACHER'S LABOR  
ACTIVITY IN THE RUSSIAN EMPIRE IN THE SECOND HALF OF THE  
19TH – EARLY 20TH CENTURIES

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### ABSTRACT

This article discusses professional-ethical components in teachers' activities in the Russian Empire in the second half of the 19th – early 20th centuries. The authors single out the components that are important for the period under study: moral and political reliability, education and self-education methods, moral behavior, professional skills and qualities, external professional appearance. The authors conclude that the main qualities in the studied period were political and moral reliability, which were considered primarily. This is due to the fact that in the second half of the 19th – early 20th centuries in the Russian Empire, social thought was actively and widely developing, political clubs were created. Teachers as intellectuals were involved in the political activity and were often under suspicion due to unreliability. A teacher who raised doubts about political or moral reliability could be dismissed from the educational department without the possibility of a subsequent return to this position. Such cases are considered in this article. The article also provides an analysis of historical sources, demonstrates examples from the paperwork of the studied period.

### INTRODUCTION

Professional ethics is an integral component in any sphere of labor activity. It includes moral and behavioral basics in professional activities. In sociology, a term "ethics" is defined as the moral code of a professional group (Jerry D. and Jerry J., 1999). In her study O.S. Tsaregorodtseva distinguishes the following components of development of teacher's professional ethics: a cognitive component, including knowledge of work

methods in accordance with professional morality standards; an emotional-valuable component, determining the need for professional activities in accordance with pedagogical ethics standards, a positive attitude and interest in the development of professional morality; an organizational component, i.e. skills of planning, organizing and implementing the process of pedagogical ethics development; a creative component, including experience in creative work to solve professional difficulties; a practical component, defining skills of professional activities in accordance with the standards of teacher's professional ethics; an evaluative component, involving a self-analysis of one's own actions and states (Tsaregorodtseva, 2009).

## **METHODS**

The work is based on the principles of a dialectical method of reality cognition: objectivity, historicism and comprehensiveness. The methodological basis of this article is an interdisciplinary approach (Gabidullina et al., 2019; Yemelyanov et al., 2020; Abulhanova et al., 2019), which involves the use of methods of other disciplines and allows considering the problem of teachers' professional-ethical awareness in the context of various disciplines. The following methods of scientific knowledge have been used in the article. The historical-genetic method made it possible to trace the evolution of professional-ethical awareness. In particular, the work describes the elements included in professional ethics. The application of the method of historical retrospection allows recreating an objective picture of historical reality. This method is especially important when working on a little-studied problem, as well as when using unpublished sources.

## **RESULTS**

Professional-ethical awareness includes such components as professional appearance, professional behavior, professional qualities, etc. Assessing the teachers' professional activity in the Russian Empire and relying on a wide range of sources, it can be argued that these components, to varying degrees, were inherent in teachers in the second half of the 19<sup>th</sup> – early 20<sup>th</sup> centuries, but with some changes. Defining the professional ethics of Russian teachers in the second half of the 19<sup>th</sup> – early 20<sup>th</sup> centuries as the basis of their professional activity, one can say that it was based on moral and political reliability. Education and self-education, professional appearance and professional behavior were other important elements of professional ethics. Unfortunately, in the Russian Empire, these components of the teacher's professional activity were greatly limited by the lack of developed school infrastructure, the weakness of development of the cultural-educational base – libraries and reading rooms that could satisfy the teacher's growing desire for self-education. In the studied period, the system of teachers' advanced training began to emerge and, accordingly, it could not satisfy the needs of all teachers (Meier, 2019). However, it is worth noting that there were, yet limited, opportunities for teachers' self-education.

At the same time, the teacher's professional qualities played an important role during this period. Teachers, who were inadequate to their

professional purpose and could not perform professional functions, could be fired. “In order to eliminate the situations, so that teachers dismissed from one department as inadequate to their appointment cannot be assigned to the position of a teacher, to which they were already recognized as inadequate, to other departments due to the lack of information about this, His Majesty the Emperor ordered to adopt a general rule that the educational authorities of all departments, when employing a teacher, a lecturer and a person who had worked in another department and then was dismissed from it, without explaining the reasons for dismissal, would enter into direct contact with those departments from which they were dismissed and which most likely can give a thorough conclusion about the possibility of allowing the dismissed teacher to return back to the teaching service” (Assistant Trustee of the St. Petersburg School District, 1862).

In general, defining teachers as a special professional category, such qualities as responsibility, discipline, decency and the desire to finish what you had started can be noted as especially important. These qualities among teachers cannot lose their significance, therefore they were relevant both in the second half of the 19th and early 20th centuries and remain relevant to this day. Secondary school teachers had the greatest share of responsibility in the development of their professional-ethical qualities in the second half of the 19<sup>th</sup> – early 20<sup>th</sup> centuries, since they trained future university students, who could subsequently become public servants (Ishchenko and Magsumov, 2020; Magsumov, 2019 a, b). Primary school teachers were more concerned about students' moral development, since in most cases primary schools for many children were the only educational institution to attend (Yigit, 2017).

The ability to perform additional activities was a necessary element of teachers' professional-ethical awareness. For example, during the formation of the Kazan Zemstvo School for the training of popular female teachers, provisions were put forward that outlined the main goals for the education of future popular female teachers. In particular, this provision stipulated that “the way of life should be such as to develop cleanliness and order habits in students and familiarize them with all the women's crafts and work of rural residents” (Ershov, 1897). When accepting for employment in one of the Russian schools, an inspector of public schools asked young applicants about their ability to conduct regency in churches, do the gardening, sing, about manual labor skills, etc. (Novikov, 1902). Thus, the competences of future teachers should have been broad enough to win the competition in the selection of applicants for the position.

In addition, professional-ethical awareness included a spiritual component of each teacher, i.e. the desire “to sow wisdom, the eternal among the people”, the desire for one's own spiritual perfection, i.e. reading books, attending theaters, cultural events and other ways to satisfy spiritual or ideal needs.

Mutual aid societies gave support to teachers' aspirations for self-education. “The organization of general educational and scientific excursions of popular male and female teachers was one of the latest undertakings in the field of public assistance to popular teachers in their desire to expand their horizons through self-education, to fill up knowledge gaps. In the 1890s, Kazan, St. Petersburg and Nizhny Novgorod Teacher

Mutual Assistance Societies searched for free or cheap accommodations and food for travelling teachers and showed them around these cities” (Russian teachers abroad, 1910).

It is important to note that excursions were also organized outside the Russian Empire, in particular, the following excursion routes were announced: Italy, England, Germany, Eastern countries, Sweden, Norway, etc. (Russian teachers abroad, 1910). Naturally, not all teachers had the opportunity to attend these excursions, however, in 1910, out of 1,674 people who expressed a desire to go on a trip, 979 teachers managed to go and this was a fairly high rate. Among them, 29 were residents of the Vyatka Province (Russian teachers abroad, 1910).

Teachers’ leisure activities can also be considered an important characteristic of professional-ethical awareness. Leisure activities characterized the Russian teacher’s lifestyle as the way they spent their free time. In their free time, teachers could attend theaters, museums, exhibitions, tea parties and other events organized by the Teacher Mutual Aid Society and other societies. However, since 1890, all the parties, performances and concerts organized by the Teacher Mutual Aid Society could be held only with the consent of the trustee of the Kazan educational district (Maslennikov, 1890). This restriction was introduced as a result of the struggle against political and moral unreliability, for which teachers were increasingly blamed.

In local periodicals, announcements and reports on ongoing events were published, in which teachers took part: public readings held in sobriety tea societies in Kazan (The Chronicles of Reading, 1900), amateur charity performances, student vocal music evenings, concerts, Zemstvo balls in Yelabuga (Regional news, 1900), public readings with the use of an image projector held in the Zemstvo school, for example, in the Oryol district (Current Details, 1896). By the way, public readings with the use of an image projector were a new and unusual phenomenon, which gained wide popularity in Russian society. A Kotelnich correspondent wrote that “in the spring of 1899, public readings were opened in Kotelnich in one of the Zemstvo schools. The priest was in charge of them, and Vyatka teachers gave lectures at his invitation” (From the life of the Vyatka region, 1900). In 1896, in Urzhum, female teachers from rural schools of this county arranged a party, which turned out to be very successful and attracted about a hundred people. “The party was arranged in the premises of the Zemstvo Council. On January 5, those teachers who did not leave arranged a tea party in the same premises” (Current Details, 1896).

Professional behavior was an important component of teachers’ professional-ethical awareness.

The documents contain cases of Russian teachers’ behavior that was considered immoral in terms of public morality in relation to their professional environment and students. Information about such behavior was distributed throughout the Russian Empire, so that such teachers would not be hired in other provinces. Thus, on January 29, 1885, an inspector of public schools of the first district of the Vyatka province received notice No. 86: “By Secret Offer No. 362 dated October 12, 1884, Mr. Minister of Public Education notified Mr. Trustee of the Kazan Educational District that His Excellency prohibited the conduct of pedagogical activity to Fedor

Malyutin, a former Arithmetic and Geometry teacher of the Elatom district school, who was dismissed by the authorities of the Kharkov Educational District from the designated position for sober behavior, assault and battery of a staff supervisor of this school” (Inspector of public schools, 1885). The reason for dismissal could be “the spread of anti-religious concepts among students” (Inspector of public schools, 1885), “membership in secret societies” (Emelyanov, 1876), “pronouncing abuse of the Lord Jesus Christ and secret verbal abuse of the Holy Person – His Majesty the Emperor” (correspondence about teachers, 1877), dissemination of proclamations (Assistant Trustee, St. Petersburg School District, 1862), etc. The dismissal of teachers for political reasons was not always final and irrevocable. Those who were dismissed for the links with persons who were politically unreliable could be returned to service by filing the relevant applications to the school administration, but they were placed under strict police and administrative supervision. As an example, the authors have considered the paperwork on this issue. On May 15, 1862, the director of Vyatka province schools sent a letter to the trustee of the Kazan Educational District: “A Russian language teacher of the Glazov School Sergeyev and a History teacher Rukavishnikov are in the shortest relationship with the Honorary Supervisor Kolotov and a student Voinaralsky kept under police supervision revealed rude behavior and explicit opposition to the proper orders of the staff supervisor and, in some cases, failure to fulfill his legal requirements especially because the Honorary Supervisor Kolotov does not treat the staff supervisor kindly. Besides, the teacher Rukavishnikov expresses his opinion too disrespectfully about the present charter of the Ministry of Education, secondly, he and Sergeyev, as a result of their contacts with the above-mentioned persons, almost explicitly express their liberal and anti-religious beliefs; the teacher Sergeyev claimed that he received and read the information that is unfavorable to the lawful government order, and even in the classroom Rukavishnikov compared the administration of Russia with the administration of China. In connection with this and the fact that among the parents of the students of this school there may be distrust of the school, the school director is applying for their dismissal” (About the teachers, 1862). Two years later, the Minister of Education sent a letter to the head of the Kazan Educational District reporting that he “is not opposed to returning Kolotov, Sergeyev and Rukavishnikov to the educational department, but they should be kept under proper police supervision” (About the teachers, 1862).

Moral reliability also included adhering to the official Orthodox religion. For example, a tradesman Povarnitsyn, who was a nonconformist, was prohibited from teaching (From the military governor, 1878).

In the materials of the Russian archives, some cases were exceptional in a way, but left a negative imprint on Russian teachers as a whole.

The director of public schools in the Kazan province received a letter of the following content: “On March 5, the Cheboksary district police officer presented the study on the harmful activities of a teacher from the Baigulovsk Zemstvo Primary School Ivan Konstantinovich Sapozhnikov, conducted by the bailiff of the third police district of the Cheboksary district. As a result of the aforementioned study it has been found that the teacher Sapozhnikov, according to his convictions, belongs to the left-wing

political party, contacts with people who are blamed for political unreliability, constantly expresses a desire to educate the younger generation in the spirit of socialism. Considering himself to be an ideological person, Sapozhnikov hopes that, as a teacher, he will be able to prepare his students to change the existing system. For this purpose, he inspires students with the ideas about disobedience to the authorities and the overthrow of the existing state system, as well as the idea of complete freedom of action at one's own discretion. In addition, from interviews with students it turned out that Sapozhnikov conducts evening classes at school every day from 5 to 8 pm, and after that he arranges dancing, playing games at the same school, and during the games they sing revolutionary songs with boys and girls kissing" (About Reliability, 1890). There were quite exceptional cases. A teacher of the Glazov Male Progymnasium, the son of an official, Viktor Krasnov was accused of committing violent acts against boys. He was deprived of all property rights and sent to hard labor camps for 6 years (About the teacher of the Glazov male gymnasium, 1857).

Also, one of the necessary components of professional-ethical awareness was the teacher's image, everyday appearance (modest clothing, natural makeup, tied up hair), a briefcase, or case, for notebooks and documents, and other elements. In her thesis, O.M. Kazakova noted that uniformism was more characteristic of female teachers, whose image of women dressed in a "blue uniform dress, pedantically neat and youthful and pretty at the same time" developed in the 19th century (Kazakova, 2009). Wearing uniforms was prescribed according to the ranking table. Wearing a full-dress uniform visually increased the status of a person, regardless of the social class to which he/she belonged. The newspaper "Vyatka Speech" described a popular teacher as follows: "Among the poor people, a teacher is rich. Look: the teacher is coming. She is well-dressed with a hat on her head, and a ragamuffin sits on horseback and speeds a skinny horse" (People's teacher and village, 1908).

O.M. Kazakova also classified an "optimistic attitude to reality" as one of the teachers' special features. In particular, she noted that humor was one of the teachers' main personality traits. Such teachers were especially loved by children and were highly professional (Kazakova, 2009). However, the writer Alexander Grin described one of the teachers of the Vyatka City School, where he was transferred after expulsion from the non-classical secondary school. "In the sixth division, there was a more serious case. A good teacher went to Glazov, and his place was taken by the new one, who had not previously served, Alexei Ivanovich Terpugov. He was an extremely acrimonious, hysterical man, exhausted by neuralgia and hating his students to the extent that, forgetting himself, he shouted at them and stamped his feet" (Grin, 1913).

In general, as for a typical image of a teacher, he/she is an educated and many-sided person who is constantly striving to improve his/her level of education, reads books, writes newspapers, is always decently and strictly dressed, with a briefcase, communicates with intelligent and educated people. This image has developed on the basis of the analyzed sources and literature, however, to some extent, the image is typical for teachers in general. For example, L.A. Spassky in his memoirs of the Vyatka Gymnasium gives such a description of a teacher Ya.G. Rozhdestvensky:

“His tall (above average) height and body density were in perfect harmony with his open face. A wide forehead, penetrating eyes spoke of his remarkable mind. He was a brunette: he combed his hair back with a side parting; he shaved his beard and mustache, leaving broad bosoms falling under his chin. Dressed in a uniform coat or tailcoat; he used to wear a shirt-front with a collar and a tie, and all this was clean and neat. He entered the classroom slowly, bowed to the students and stopped in the middle of the classroom (he rarely sat at the lecturing desk), and the lesson began. His figure was straight with a raised head; at times he had smooth gestures. He spoke, although not particularly loudly, but clearly, softly, expressively. The students listened to him attentively” (Spassky, 1907).

## DISCUSSION

Today, sociologists and lawyers deal with the issues of professional ethics. In this regard, the works of Z.I. Trubina, O.S. Tsaregorodtseva are of interest. For example, Z.I. Trubina defines professional behavior as “a form of practical implementation of a teacher’s individual pedagogical culture, which can be assessed by such indicators as conceptuality, individuality, creativity, compliance with professional ethics” (Trubina, 2014). From a historical perspective, professional ethics is considered in the works by O.M. Kazakova, A. Ershov. O.M. Kazakova’s thesis research dedicated to provincial teachers in the 19th – early 20th centuries (based on materials from the Vyatka province) is noteworthy. In her work, the author explores the education system development in the Vyatka province, describes teachers’ professional activities, as well as describes the daily life of Vyatka teachers (Kazakova, 2009).

## CONCLUSION

Thus, teachers’ professional-ethical awareness was a key element in their pedagogical activity. It included not only the level of education, pedagogical abilities, but also professional behavior and professional appearance, the measure of which was moral and political reliability. Teachers who cast doubt on these qualities were placed under strict supervision. The extreme forms of punishment for them were dismissal from service and from the educational department as well. Such teachers were prohibited from teaching and the information about them was distributed throughout the Russian Empire. Another form of punishment was administrative expulsion from the province with the corresponding dismissal from the educational department.

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