

its traditional culture, values and transmitting the latter in their social environment).

Conclusion. Thus, reaching the implementation of a scientifically based ethnopedagogical model of civic-patriotic education of student youth will contribute to the formation of civic-patriotic qualities of student youth through ethnopedagogization of the educational process at the university / faculty. However, for its implementation, it will be necessary to rebuild the process of civic-patriotic education, develop a plan and contents for a number of activities, build a favorable environment, and to create capable and initiative student activity group.

THE FORMATION OF THE MILITARY EDUCATION ON THE TERRITORY OF BELARUS AFTER THE DEVISION OF THE POLISH-LITHUANIAN COMMONWEALTH

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Before the division of the Polish-Lithuanian Commonwealth on the territory of present-day Belarus there were: Nesvizh Cadet Corps (1747-1755), Nesvizh Knights' School (1767-1772) and Grodno Cadet Corps (1774-1782). After the division of the Commonwealth (1772-1795) the territory of modern Belarus became part of the Russian Empire. The annexed territories had populations with different social layers, nationalities and religious confessions. Therefore, the formation and development of military education is considered in the context of the development of military education in the Russian Empire. The specificity of the Belarusian provinces was that representatives of the gentry, that is, the noble class, were a significant part of the local population. After the division of the Polish-Lithuanian Commonwealth, a significant part of this estate occupied the line of opposition to the new government, at the same time, part of the gentry saw for themselves a good opportunity to strengthen their material and social position due to servicing in the imperial institutions of power, primarily in the army. Thus, the legal rules of Russian legislation provided an excellent opportunity for local gentry to make a military career, although it was plain. At the beginning of the 19th century. in the Russian Empire, a fairly harmonious system of military educational institutions was already formed.

By the beginning of the 19th century there was Shklov Noble School on the territory of modern Belarus (since 1799 it has received a new name - the Shklov Cadet Corps), founded by the favorite of Catherine II S.G. Zorich in 1778. It was intended for teaching literacy and military affairs to children of poor nobles, regardless of nationality and confession. The founder applied the principles of the Charter of the Imperial Gentry Land Cadet Corps to the structure and

management of the institution. By 1799, the building was transferred to the jurisdiction of the civil administration, more than 260 people were trained [1, p. 56-65]. In 1800 the Shklov Cadet Corps, being in the status of a state military educational institution, was transferred to Grodno and was renamed as the Department of the Grodno Cadet Corps as an auxiliary educational institution under the 1st Cadet Corps in St. Petersburg. In 1812, in connection with the approach of Napoleon's troops, some of the pupils were transferred to Tver, then to Yaroslavl and Kostroma. And in 1823 it was transferred to Moscow, where until its abolition in 1918 it was known as the 1st Moscow Cadet Corps [1, p. 60-79].

After the end of the Patriotic War in 1816, the Mogilev Officer School was established in Mogilev at the headquarters of the 1st Army. The purpose of the establishment of this military educational institution was to train combat officers who performed quartermaster functions: organizational issues for the deployment of troops, the arrangement of maneuvers, the education of combat officers and other organizational issues [3, p. 119]. The Mogilev Officers' School improved its qualifications and was engaged in the retraining of combat officers. For the period of nine years, it trained 325 officers [2, p. 118].

In 1835, the Polotsk Cadet Corps was founded training 400 people. In 1838 it consisted of two preparatory and four general classes. Upon completion of the training course, the cadets were sent to the capital's Noble Regiment to receive special (military) education. Firstly it happened in May 1839. The students transferred from the Polotsk Cadet Corps to the Noble Regiment were awarded the most flattering and gracious reviews of the Emperor [3]. However, in 1865 it was decided to reorganize the Polotsk Cadet Corps into a military gymnasium.

In 1841, on a petition and at the expense of the noblemen of the Vilna, Grodno, Minsk, Bialystok provinces and the Kingdom of Poland, the Brest Cadet Corps was founded for 400 students (cadets). From 1857 it was named "Aleksandrovsky", in honor of Alexander II, the chief of the cadet corps in Russia. The opening of the cadet corps allowed the nobles to assign their children (aged 9.5-11.5 years) to training, avoiding the difficult service of privates. [4, p. 22]. General subjects were taught for the gymnasium course, drill, horse riding, rifle shooting, fencing, gymnastics, swimming, music and dance.

In 1854, in connection with the outbreak of the Crimean War and the declaration of martial law in the Brest Fortress, it was transferred to Moscow, then to Vilna, where in 1863, in connection with the reform of military educational institutions, it was finally disbanded. In 1882, the military gymnasiums again returned to the status of corps and the principles of military drill training.

Despite the development of the military education system in the first half of the 19th century, there was an acute shortage of professional officers in the army. In 1861, the Minister of War D.A.Milyutin, together with the chief head of military educational institutions N.V. Isakov, began a large-scale transformation in the system of training officers. The plan for reforming military

education in terms of the system and basic provisions of military educational institutions was to distinguish between general and special military education by transforming special classes of cadet corps into military schools, and general classes into military gymnasiums; further to create a network of cadet schools in the military districts and close some military educational institutions [5, p. 12]. Thus, the main contingent of military officers should have been provided by cadet schools created under the formed military districts. So, for example, for the entire period of existence of the Vilna infantry cadet school, 1,060 people were trained [7, p. 116]. It is worth noting that the cadet schools carried out serious ideological and educational work with the students, training them to be loyal cadres, officers of the imperial army. In addition, it should be noted the presence in Mogilev of a military orphanage as a branch of the Imperial military orphanage (based on garrison schools) [8, p. 23-24 rev.]. Soldiers' children were accepted here without distinction of religions and age restrictions, especially orphans. Up to 50 people were selected from the soldier's pupils, and they continued their studies in the Imperial Military Orphanage and were subsequently in demand for teaching vacancies as they had aptitude and aptitude for science [9, p. 2].

Conclusion. Thus, the formation of military education on the territory of Belarus after the division of the Polish-Lithuanian Commonwealth, played an important social function, which served to strengthen the foundations of the existing monarchy by forming a significant layer of officers from the gentry; until the 19th century, the division of military educational institutions took place according to the class principle: garrison schools and cadet corps; in the second half of the 19th century, there was a regulation of the training of future officers in military educational institutions, which contributed to the strengthening of the vocational guidance of students for military service. During their existence on the territory of Belarus educational institutions trained several hundred competent specialists, some of them made a good military career, others became notable in the civil service.

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