

The Soviet Prussian-Russian Education System's Dismantling

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Abstract

Georgia is able to solve the problem of independent state's rebuilding, the problem of passage to the way of civilization, democracy and progress, and save its own face only by fundamental changes. Such kind of perspectives was shown by far-reaching reforms that had been started after the "Rose revolution", including the passing changes in the Education sphere.

During the centuries, different Educational systems, imposed on Georgia from the outside were dominating in our country. Every conqueror government was inculcating in the system of education that was corresponding to their national interests. Last Two centuries, so called Prussian-Russian school has been governing in Georgia. For example, what and how (even the grammar of Georgian language) a Georgian pupil had to learn was decided in Russian Empire's capital.

Some spheres of Georgian societies can't realize this fact, and believe that the process of dismantling the educational system, which was imposed on Georgia by the colonialists, is the destruction of "Georgian Educational System". Reasoning from this, they have a fear of losing national identity and criticize the government, not recognizing, that the national educational system to the modern civilization can be formed only by national government in the independent country.

The appointment of the passing reform is to integrate Georgia to the European area of Education as a competent, active and constructional partner. The reform is oriented to satisfy the requirements: to receive a high education, to raise the level of one's qualification, and the need of training of a scientific personnel that are coincident to a personal interest and possibilities, to provide the competitiveness of individuals that have high education on internal and abroad market.

The old, Soviet system of Education is the interfering factor to the reforms in the context of a new historical reality. So the study process can reach a good result only in case of Prussian-Russian Educational system's dismantling. *The main principle of the studying according to that system was only to learn by rote and not realize the facts, whereas in the process of studying, the clear perception, start working of the "thought apparatus" is the most important, not learning things by rote.* In simple phrase, the students need to enter the world of interpretation, to obtain further insight into the foundations of development of logic or develop their personal vision of this logic.

Key Words: Process of Dismantling; Logic Development; Competitiveness.

Georgia is able to solve the problem of independent state's rebuilding, the problem of passage to the way of civilization, democracy and progress, and save its own face only by fundamental changes. Such kind of reliable perspective was shown by far-reaching reforms that began in our country after the "Rose revolution", including the passing changes in the Educational sphere.

Nowadays, the reform is in general being oriented to solve these two questions: 1. to receive a high education, to raise the level of one's qualification, the need for training of scientific personal that are coincident to personal interests and possibilities; 2. to provide the competitiveness of individuals that have higher education on internal and foreign markets.

Cataclysms that have appeared during the past 200 years, abolishment of our national independence by Russia, life in a Comunist country, especially during the past seventy years, have made a deep imprint on Georgians consciousness. Unfortunately, during this period, living in a foreign state, obedience to an outside country, and the ruling environment of Communists, changed our mentality, the basis of our social-cultural and spiritual development. We have lost our national traits. it's obvious that there is a big difference between a Georgian that is grown-up and formed in his own state environment and the Georgian, who is developed under the rule of a foreign society.

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In most cases, we have unfair beliefs during appraisal of Georgian Socail-Cultural and political values.

Now that we have the independence, “we belong to ourselves”, our forces must be directed to return back our “national body” to its natural development. But “Unnatural admixtures” are deeply inculcated in our mind, and that is why it’s difficult for us to return back to “naturalness”. A lot depends on the system of education.

By the way, while speaking about the countries wealth, in most times they mean natural mineral resources. In medias res, the main richness of a country is the education of its citizens. Interesting the example, when is often said: if we consider amount of minerals and agricultural land on one person, the Democratic republic of Congo should be the richest country in the whole World. In reality, according to the level and quality of life in Congo, this republic is in the last place in Africa, not to say anything about the place in the World. In contrast to Congo, Japan has no minerals, but has the system of education, economics that are one of the most famous for their high quality. And that’s why the country that has possibility to take the leading place in the world, has to look after its Educational system.

It’s almost 16 years since Georgia deposed the Communist rule, and became an independent country. In spite of this fact, it’s difficult for Georgians to forget the results of living in a Communist country. In most cases, acquisitions are more dangerous than innate habits. It’s important to pay attention to the Bolshevik mankurtism¹ politics that was inculcated in us during many years. We need generations to gain complete freedom. If this problem is solved (Georgia is free from Bolshevism completely), we don’t need to speak about implantation of democratic values.

During the centuries, different Educational systems, imposed on Georgia from the outside were dominant in our country. Every conqueror government was inculcating in the system of education which corresponded to their national interests. For example, how and what (even the grammar of Georgian language) Georgian pupil had to learn was decided in Russian Empire’s capital.

By the way, the so-called Prussian model was the basis of the educational system inculcated in Russia. It’s obvious that in the past two years, so-called Prussian-Russian school of education has been dominant in Georgia. The Soviet Union has instilled its Bolshevik ideology in this system of education.

In short, the main principle of studying, according that system, was only to learn by rote and not realize the facts, whereas in the process of studying, the clear perception, working of the “thought apparatus” is the most important, not learning things by rote. In a simple phrase, the student needs to enter the world of interpretations, to obtain further insight into the foundations of development illogic. Or rather, develop his personal vision of this logic.

Some parts of Georgian society don’t realize this fact, and think that the process of dismantling the educational system, which was imposed on Georgia by the conquerors, is the destruction of “Georgian Educational System”. Reasoning from this, they have a fear of losing national identity and criticize the government, not recognizing, that the national educational system, similar to the modern civilization can be formed only by national government in an independent country.

It’s welcoming that nowadays, this process is moving. But some part of the society reiceves this process very painfully. Special Servises of the countries that are negatively disposed towards Georgia not in good mood, try to make use of this situation. Their main puzzle is to inculcate in our society distrust to the government and Nihilism.

In recent times, there is a big panic in mass media about the demontage of Georgian State system, destruction of national cultural and educational system, losing spiritual values and building an un-Georgian country. All this has acquired the face of informational-psychological terror. It’s obvious that runs to the disorientation of the Georgian society’s opinion.

¹ In a famous Kirghiz epos “Manas” is described how the governor Esen transformed men into zombies, slaves. This theme is used well by the Nobel Prize laureate, writer Chingiz Aitmatov.

It's being ruined, but there is a question: what state system is being ruined? The one that Georgia did not have during the past 200 years? it's impossible to ruin that which hasn't existed. We lived in a Russian state, where Georgians couldn't write a line without the permission of the Kremlin. What spiritual values are being ruined? The ones that have formed while the slavery to the atheistic Soviet Union and Bolshevik Ideology? Is it possible to have full spiritual values under such conditions? We are the product of the Russian state that was the executor of the Russian national interests' order. How can we understand this?

The ones who sees and gets impression from these processes in particular and not as a whole and carries them in a spiritual and physical prism of pain that is obtained from thouching the social, economic and political problems personally (when a person is hungry, thirsty, cold, has something lost, has a fear and etc.). Naturally, the person that is an immediate participant in this processes is laden with negative emotions. He is in a panic and makes subjective inferences. It's clear that every individual has a desire to gain complete freedom, to have everything in order in his country to return to the natural course of development without making sacrificing his aim.

In the view of this, the most important ithing is to make over the most "sick" political sciences of the Soviet period during the process of study.

Here we have a method of study completely different from the Communist one, especially it is important to pay attention to the formation of a students' world view, ideology. For instance, we know that there are truths, for example, like Pythagorean law that is only to understood and learned by rote. At the same time, there are the facts that are formed like a certain system and it's allowed to interpret them in different ways. The students have to pay much attention to them. The puzzle is that after the lecture, the student should have not only a "heap" of facts, but certain attitude towards them that should be an important part of his world view.

At first, we have to accent the features that distinguish humanitarian education from the natural sciences, where the researcher solves not only the problems that apply to humans, but here we have touch on an unique object – the society and its history and development. In this case, it's not neccessary to make a laboratory experiment (in this case, we don't speak about math or situational modelling). To see the contours of future, we have only one possibility – you have to look into the process of social development, but you have to use not the principles, as in physics, but analogies.

There are Newtonian principles and Pythagorean laws in the life of our society. But there are tendencies too. Students must learn to see and to generalize them.

It's important to know distinction among interpretations. The student shouldn't be afraid of them. He has look at the subject from different sides. I want to remember one occurrence that has happend in 70-s of the last century. The lecture was dedicated to the new cogitation of the Rustaveli's "The Knight in the Panther's Skin". The report was given by the philosopher and professor Venori Kvachakhia in the State University of Tbilisi. Everybody knew, that there was a stereotype about the subject and personages of this composition. They taught according this stereotype in schools. Mr. Venori presented the different interpretation of "Vefkhistkaosani".

The philologists sitting in that hall were dissatisfied because of the idyll about the analysis of this composition. Besides, that in that hall we were a group of friends for whom different thinking was characteristic, and we had a lot of patriotic, anti-Soviet and dissident thought; the lecture had made a lasting impression on us. This fact had strengthened our different thinking in the existing political situation. At that time, Georgians were forbidden to have their own ideas and everything was been regulated by the Kremlin.

At the same time, the student should learn to think globally and realize his place and role in the process of humankind's development. He has to feel responsibility for his family, society, country and the humankind in the whole. It's obvious that only by learning facts by rote doesn't give desirable results.

One, living in a Post-Soviet area, has to return back to the process of natural development. It's important for each individual to see himself in a "natural environment".

The realization of each individual is possible only in the case if he realizes himself in regarding with the whole world, in his natural environment. On the level of self-consciousness, only by increase of each person's responsibility and self-organization, it's possible to find ways for the society to come out of this situation. It's difficult because society lives in "unnatural environment", the results of 70-years life under the Soviet rule that are still in all spheres of human's life.

It's obvious, that the process means complex systemic approach. The appearance of responsibilities and duties in a person is a long process. And that's why the process of study has to make a student to look in himself deeply.

There is a circle of questions that have to be foreseen during the process of learning.

In spite of that, during the whole history a human was always in the center of science and culture, only in a modern epoch is stated question about examining a human as one of the most difficult system, deep acquaintance with the human essence and this all is tightly tied up with nature and a personality.

It's important to review a human, as a biological entity, reviewing his culture, the process of civilization. If we don't do this, it shouldn't be easy for our contemporaries to look through to the horizon. We have to touch the springs and singularity of the biosphere; the self-organization process that had created a human kind.

The most important for the student is to realize that he is an indivisible part of nature. A person shouldn't separate himself from the principles and logic of nature. Irresponsibility and inattention to this logic can become catastrophic for the society. In comparison with other live creatures on the Earth, humans have gained some advantages, which have created a syndrome of "impunity", irresponsibility and "self-confidence to be able to do everything". It's very dangerous, when a person doesn't feel responsibility in relation with the principles of nature.

It's important for the student to become acquainted with the picture of the world, even sketchily. In other occurrences in the area of his thinking, the horizon of his sight and the feeling of responsibility should be very limited. Every individual has to find its place in the world.

It's well-known that the world is a certain system, the system where different elements are connected with each other. The Solar system, the Earth and humankind are the parts of the whole system. It's obvious that a human can study only from inside, according to his opportunities and possibilities. The science is being developed every minute, but human kind can learn and gain only a little information about the World. We should have a little data, about the World that consists of endless multitude.

Speaking about absolute truths is nonsense. Absolute truth can be known only for an absolute observer, the God. In front and around us is unconscious endlessness. It's like when people perceive 100 natural numbers instead of 99 and still don't know anything about other numbers whose number is endless. Such kind of situation creates some hypotheses about the origin of the World. Including the hypothesis that God made the world and about prime explosion (by the way, 20 Georgian scientists take part in a grandiose experiment that is being carried out in Switzerland nowadays) and etc.

It's obvious that besides this "vagueness", we have to live and use the knowledge that we have. We can remember the famous work of the XIX century Georgian poet Nikoloz Baratashvili "Thoughts on a bank of Mtkvari" (1837), where the poet painted a philosophical picture about the connection of a human and the World. The composition ends with brilliant lines and main idea is: Because of that we are called the children of the "village", of our country and we have to listen to it. It's bad when a live person looks like and acts as a dead one, lives in his country, in the world and doesn't bother and trouble for to it.

After passing the course of study (the student) has to become acquainted with the difficulties of the problem that is in front of the modern human, not only by learning evolution of the nature, but by the way of forming individual as the person, not only by speaking about his nature and connection with the society, but by personal feelings and by finding himself as a microcosmos.

It's important for us to understand how the system of customs is being formed (customs and difference between them and morality). Coding of it is made by upbringing and education. This mechanism differs from the genetic memory with its features. It's natural that when we speak about responsibility, we mean it in this area. In our time, even popular Freud isn't able to help us. He is in a deep past. In the time of Freud, they didn't know genetics and couldn't imagine how coding is carried out by nucleic acid and by other agents of memory.

We have to touch the phenomenon of the spiritual world. It's the effect of evolutionary development, not of the biological, but of the societal development.

It's important to speak about the basis of the communication and integration, as about the beginning of the system of the formation of the society.

It's important to understand the phenomenon of the plurality of cultures as the guarantee of the social stabilization, as the diversity of the biological analogies.

It's obvious that you can't represent all these problems completely in an introduction of the course of political science. But in the next lectures, when the categories of the political science are discussed directly: the regularities of Politics structural-function, national political heritage of Georgians, and common to all mankind and analysis of the political situation in Georgia and paradigms of the society's political transformation. They have to be proffered to from such positions.

Shortly, for the Post-Soviet Georgia (such as for other Post-Soviet countries) the most difficult and the most painful is to overcome the results of Bolshevization that are sealed in one's mind. Post-Soviet society has to return back to the natural course of development and "start walking from the beginning". This applies to a new generation, because probably nothing can change the mentality of "Homo Sovietikus" (main part of an old generation) that is built up in the Soviet reality. It's necessary for Georgia to make accent on making a new generation think newly, to return back to the way of natural development.