

НАУЧНЫЕ СТАТЬИ

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**THE INFLUENCE OF SOVIET EDUCATIONAL MODEL  
IN MONGOLIA**

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The article is devoted to educational system of Mongolia and influences of soviet educational model on it. The rich experience of the Soviet Union of Russian schools had played significant roles on improvement to make modifications by reflecting the achievement of modern science and technical advancement on curriculum content since the beginning of 1970s. Conducting the advanced methods, which based on Soviet's schools and teachers' huge experience could improve the results of subject in our schools had already started giving its valuable consequences. During the process of existing the educational unified system, the aids and experiences from the Republics of Soviet Union, Soviet's educational organization, school, educators, and scholars had more responsibility on making decision.

The ideology and theoretical background of Mongolian education system is based on European educational developmental theory, which is transmitted through the Soviet Union.

**Keywords:** educational system, soviet educational model, secondary education, policy on education, educational institutions, Mongolia.

At the beginning of the human emergence, the process of instructing young children was being conducted in occasional ways such as a guiding them to a labor, a working cooperatively, and so on. Further, the expansion of life requirements, and intensification of labor categories had led to the wide accumulation of experiences, which resulted in elders had instructed their labor methods to youths. In other words, an intentional activity to nurture and teach was appeared. During the last global ice age occurred about 100000 years from now, when it started ice age through mountains in our country, our climate had become extremely cold. This modification had influenced on people becoming powerful fighters for surviving also, it made dynamic alteration on working consciously and activity of nurturing purposely. At time of ancient Stone Age, there happened the origination of intelligent human and language creation went along expansively with the conscious activity to nurture and educate people. During the ancient Stone Age, the action of drawing images and patterns on the ornaments has initiated the literacy development. In the 3<sup>rd</sup> century of BC, if Hunnu used to have their

own script, it must have been taught. It means that there used to be a school. Mongolian ancient school had initiated its activity in BC 399 era of Sumbechuud.

In the era of Nirun, the literacy and education had advanced and a monk Darmapriya was promoted as an educator. At that time, the position of educator was occurred. Mongolians started adopting the uigarjin or khadam script during the era of Yuigar Empire 8<sup>th</sup> century. At the 7<sup>th</sup>–8<sup>th</sup> century, Tureg, instructing process had highly increased and some occupations such as a builder had developed. The era of Kidan 1027, a year of red rabbit, was the first year of chronology which was modified as a lunar year according to a sexagenary cycle and in 1031–1055, the book of Ganjur which was block printed was the first job of printing in the world. The works of the nurture, moral, literacy, and education had been advancing in ancient Mongolia.

The 13<sup>th</sup>–18<sup>th</sup> century was the most significant period for Mongolian educational history. Mongolians have been widely employing the home schooling and the form of guiding schooling, which were completely adjusted to their life styles and the situation of social and political organizations at that time. Chinggis Khaan played a meaningful role in Mongolian education in the 13<sup>th</sup> century. Chinggis Khaan announced the Khudam or Uigarjin as a state script and the incident of Tatat Tunga who was a writer from Naiman tribe teaching a writing to princes was considered as the establishment of the first schooling in Great Mongolia. In the 13<sup>th</sup> century, Mongolians had created a “Mongolian Secret History” is worthily registered in world’s folk art treasury. Six hundreds years of documents were integrated in “Mongolian Secret History” in traditional ways of oral and written which has proved that Mongolians had their own literacy and highly educated people in ancient time. In the 13<sup>th</sup> century or about 270 years ago when a global geographical discovery was made, Mongolians had reached to Europe and India which was a great contribution to the civilization of world. According to the order of Khubilai king, in 1264, a state educator Pagva monk invented 1269 square scripts, which was declared as a state script and established schools in each station to teach it across the country. Otherwise, there were totally 169 schools were working due to the number of stations at that time. The home schooling had played a vital role in a wide dissemination to Mongolian educational organization in the 14<sup>th</sup>–17<sup>th</sup> centuries. The home schooling was densely associated with Mongolian nomadic livestock farming. Therefore, let them acquire scientific knowledge while they were doing regular daily routines. The state educators and scholars including Pagva, Choiji-Odser, Guush-Sharavsenge, Ayush Gungaaajantsan, and Namkhajamts had made a valuable contribution on Mongolian educational work in that period.

The era of Manchus domination or the years of 1636–1911 are considered as the 3<sup>rd</sup> period of Mongolian educational history. Nevertheless, Mongolians were suffering under the foreign repression they had never stopped their educational process by establishing the state school named “Surakhjasaa” in Khovd city in 1767. The home schooling was very important part of training people in the field of medicine, artifice, art, and so forth besides being appropriate enough to Mongolians who were sparsely populated according to their traditional nomadic lifestyle.

After the release of Manchus repression, on the 4<sup>th</sup> period of Mongolian education, there occurred a great progression in it. The home schooling stemmed from the ancient time had been developing more and more. In March 1912, the initiation of public school had been a new step in Mongolian education and schooling. In 1915, the public

school had become an official organization after forming its principle to be followed and they had set a goal to establish the schooling elements in hierarchical ways such as elementary, middle, high school and university. This was the base of educational hierarchical establishment.

The history of modern Mongolian educational process, which had been starting since 1921, is the period of development for the Mongolian education becoming the independent branch as a national economy or the second part of Mongolian educational history. That second part 1921–1940, was the period of reestablishing stable schools and was the 5<sup>th</sup> stage of Mongolian educational history. In November 1921, the elementary school had launched its' activity and the process of teacher training had being launched as well. The Ministry of Public Education was formed in February 1924. As a result of emphasizing the public literacy fluency during the years of 1921–1924, the percentage of literacy population was 17 by 1940. During this time, O. Jamyan who was working as a prime minister, Erdenebatkhaan, B. Dugarjav, J. Tseveen, and B. Ishdorj had much responsibilities on preparation work to supply teacher training equipment.

During the 6<sup>th</sup> period of Mongolian educational history related to 1941–1957, a number of important objects were discussed. By 1975, some objects were accomplished such as launching the elementary schools in each sum to let people publicly study in it. They accomplished a successful campaign in 1949 having children in Ulaanbaatar study in 7-year school, which was the first activity of having the middle school educated children. Building State University of Mongolia in 1942 was the base of settling an associated system of hierarchical training in Mongolian education. The State Pedagogical Institute was build in 1951 was the second step of preparing specialists in educational field. It had started in 1946 and by the end of 1950; the goal of our population's literacy was completely achieved. Furthermore, the third step for laborers' education has started by building the evening schooling for adults. The second step to supply schools with visual materials had started in 1956 and there appeared a huge lack of that supplement. Since the world war second, we lacked with the accommodation for school for a while in addition, there were only short- term courses running due to the insufficiency of educator's labor force.

The seventh stage of educational history from 1958 to 1986 was the crucial period when we had settled a goal having all school aged children educate in middle school. In order to accomplish this goal, establishing a number of middle school in countryside have encountered with some difficulties though it could play an important role in developing local cultural activity. They more focused on pupils and students' involvement in public labor, made some arrangements to increase the weight of labor education in training, and extended the studying duration until 8 and 11 years. The arrangement to advance the training issue took place in 1972 and the goal encouraging whole population to have 8-year education was accomplished by 1986. The percentage of literacy on whole population reached to 99.7, the system for laborers' education launched in 1961, and initiated the new 4<sup>th</sup> stage to enhance adults' education level. In 1969, a new system to promote educators' professional level was formed. The pedagogical institute to improve teacher's professional ability was reformed and it was expanded as a pedagogic academy, which made a great improvement on the scientific work.

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Through the all stages of educational history, the tendency of government associating the training to industrial labor was a way to enhance public industry. Moreover, relations between the school and authentic life, training and industry could be the basic approach to modify and develop a public education according to the Marxist-Leninist's moral nurturing a new person who is educated in variety ways. The following principles had being conducted.

- Had conducted the democratic principle about all learners' study at all levels of school in their mother language without any discrimination allowance on public education of gender, nationality, race, religion, and social status.

- Our training system was free and open to public and the principle all school aged children compulsory education was administered. It was proved by the success implement of goals to have all population and all school-aged children educate compulsory and the provision of preparing them to be educated in high school.

- The solidarity of all training and nurturing organizations was identified by its universal qualities, a good continuity between the transition from the bottom line of all levels of training to top stage of it, and an achievement to a general object to nurture a new person who create socialism.

- The principle to improve the relation between practically the activity of nurturing adolescents to real life and socialist system, was being consistently conducted based on the requirement of country development, industrial, scientific, technical, and cultural very novel achievement. Those historical success and achievement confirmed that educational unified system had already existed in this country. During the process of existing the educational unified system, the aids and experiences from the Republics of Soviet Union, Soviet's educational organization, school, educators, and scholars had more responsibility on making decision.

In the period of Avtonomy (1911–1919), Mongolian heads studied in Russia and were eager to observe their language and get familiar with their culture. This led to the certain results such as a closer relationship between Russia and Mongolia and an expansion on their cultural relations. The Ministry of Foreign Relations in Avtonomic country sent a request about building a Russian language school for Mongolian children beside them to Bogd khan in Feb, 19<sup>th</sup> 2<sup>nd</sup> year.

Bogd khan responded that he was considering "It is extremely crucial building the school for little boys in any country and have them learn international language" to the request. It was mentioned that currently in our country, there were a few linguists from Russia so, had Jamsranov, a Russian scientist originated from Buriad, work in Mongolia and appointed Luvsanjamba, an officer from Ministry of Foreign Relations, as a teacher of Mongolian language. After the acceptance of Bogd Khan, the Russian language school had established and started their activity near the Ministry of Foreign Relations and Kh. Choibalsan who had become a head of public later used to study there. The specialists and teachers from Russia were invited to teach in this school. Majority of those teachers were Buriad who were citizenships of Russia and bilinguals. Some of them, for instance, were scientists Ts. Jamsranov, Dash, Abshaev, Garmaa, and Vanpilova and were awarded as silver medals and certificates by Bogd Khan. Choosing the boys from the learners and having them study in Russia was the valuable period for Mongolians to learn the part of Russian culture, education, and revolutionary ideas. In the beginning of summer 3<sup>rd</sup> year, 14 learners from the Russian language school near

the Ministry of Foreign Relations were sent to schools in Erkhoo and Troitskosavsk of Russia to let them meet physically Russian culture, and learn Russian fluently. This was a big opportunity for them to see a great revolution happening in Russia and to attract to great ideas of revolution of Oktyabar.

The Soviet Union of Russia was accepting and having a number of Mongolian people study with Russian worth every year under the goal of assisting to raise national intellectuals and to prepare professional specialists and teachers who developed the public educational system in the stage of revolution. In 1924–1925, approximately 80 people were sent to Russian universities for studying and by 1926, 107 people in Pedagogical University in Deed Ud city, 54 people in Leningrad, and additionally 30 people in Ekhuu had studied. At the beginning of 1930s, a 2-year course to prepare the specialists for Mongolian People's Republic beside State University of Erkhoo, "Mongol Rabfak" in Ulan Ude, and a class to prepare Mongolian teachers in school of Khiagt were established also, multiple youths were sent to Moscow and Leningrad for studying. While 12 people were going to Soviet Union of Russia for studying in 1921, over 150 in 1926, 314 in 1937, and 739 in 1939 had studied there. Russians frequently used to assist preparing greatly the college-bred and graduate teachers, and having them internalize pedagogy, psychology, and teaching method. In addition, a number of Soviet scientists and teachers arrived in our country by our invitation to teach in University, College, and Technique and Professional School for helping with the work of pedagogy. They also assisted Mongolia with establishing and fortifying universities, providing technical supplement, and installing professional classroom and laboratory. The multiple buildings such as high schools, classroom of Technique and Professional School, and apartments for teachers and workers in our country were built by the generous aids from the Soviet Union of Russia.

Since the end of 1950s, schools in our country had started studying labor subject and the training had being taught linked with real life since the beginning 1960s. The rich experience of the Soviet Union of Russian schools had played significant roles on improvement to make modifications by reflecting the achievement of modern science and technical advancement on curriculum content since the beginning of 1970s. Conducting the advanced methods, which based on Soviet's schools and teachers' huge experience could improve the results of subject in our schools had already started giving its valuable consequences.

The work of providing the Ministry of Education, rural and urban schools with professional teachers, analyzing the knowledge and responsibility of all teachers and educators in all schooling levels, and assessing their work were constantly conducted. In addition to, they had teachers and administrators specialize in course, arranged the pedagogical reading, theory, method, scientific conference within them, approved the primary experience, which should be transmitted in work of teachers in kinder garden twice a year and transmitted according to the plan. As a consequence, all levels of teachers' work in school and kinder garden in their and Soviets' almost 60 best organizations, 80 percent of schools had own corners to advertise the professions, and 91 percent of them had labor subject's classroom.

Industry, agriculture, construction, transportation, communication had rapidly developed especially in the industry, mechanical technique had widely transmitted at the end of 1950s and at the beginning of 1960s, the requirements to prepare professional employers had been increased. According to this requirement, professional employers'

permanent course and special professional middle schools were systematically established. Under the goal of preparing agricultural specialists, they prepared multiple professional workers by establishing classrooms in school of Shaamar in 1957 and in Arkhust of Tuvaimag in 1955.

The Soviet Union of Russia sponsored to build a completely equipped with modern technical supplements and visual materials training center for 600 children in the 4<sup>th</sup> five year in Ulaanbaatar, in the 5<sup>th</sup> year in Bayanchandmani sum of Tuvaimag, and Dornodaimag. 80 percent of the School of Special Profession in our country, which was fully equipped with the help of Soviet Union of Russia, had successfully conducted their instructions. 28 Schools of Special Profession build with the aids of Soviet Union of Russia had prepared a number of specialists and workers in the fields such as agriculture, industry, construction, and public factory and inviting Russian highly educated and experienced teachers and specialists had a lot advantages to learn from and to advance those fields.

During the hard time of world war 2<sup>nd</sup>, we had a history to build our first university, which was one of the great achievements done in our cultural life. The Soviet Union of Russia assisted in different ways to establish and develop university and provided it with teaching force, training technical equipment, and textbooks.

In 1982, the Russian language departments of National University of Mongolia and State Pedagogical University were integrated as a dependent university. The basic goal of this university was to prepare Russian language teachers in all levels, to specialize their professional ability, to assist them on their professional training and method skills, and to conduct scientific activities in practical way.

They had prepared a number of highly educated people majored in a variety of engineer, economist, teacher, physician, lawyer, product explorer, and agricultural specialist, which are absolutely required in industrial and cultural organizations. Between 1980 and 1984, totally 18.100 thousand students in 7 universities of Mongolia on the 84 professions by the regular, evening and correspondence class and 6 thousand students in universities in Soviet Union and other countries with friendship cooperation were studying. Since its establishment, universities were preparing about 40 thousand professionals in different sector of national economy and 140 out of 10 thousand people were students. While medical and veterinarian doctor had been prepared mainly in the universities of Soviet Union in the beginning of revolution and socialist period, the number of the professionals to be prepared in Soviet Unions and types and sectors of the professions had been increasing gradually in the time of establishing the socialism.

In Mongolia, as a nomadic country, located in Central Asia and with extreme continental climate with cold winter and hot summer, there was difficulty to develop the civilization rooted in agricultural societies. This history of two hundred years indicates that it has been considering preparing and educating the Mongolians who can survive and adjust the new society.

The essence of education itself is to transmit the accumulation of knowledge, labor experience and skills, relationship of the humankind to the future generation. The ideology and theoretical background of Mongolian education system is based on European educational developmental theory, which is transmitted through the Soviet Union. When byriat people followed into Mongolia due to the revolution occurred in Russia in 1917, there were some people, who are educated in Russian pedagogical system among

them. As new things are continuations of old one and resulted from its crisis development, new trend and concept toward education is not accidentally or suddenly emerged. Its pre-requisite is conditioned by European and American ideologist including Kominskii, Russo, and Marx Engels Lenin.

The publication and works of reformist educators of the Soviet Union, such as Sh. A. Amonashvili, S. N. Liisenkova, I. P. Volkov, V. F. Shatalov, T. I. Goncharova, A. V. Pezник, I. P. Ivanov, A. A. Dubrovskii, and etc., greatly contributed to the development of educational theory and ideology in Mongolia between 1970 and 1980 by motivating the Mongolia educators to develop and to initiate the educational sector. Since its establishment, educational system of Mongolia has been successfully applied the accumulated experiences and innovations of the Soviet Union's educational system. This shows that educational development and reforms greatly influenced to the elimination of cultural, social and economic lag of hundred years in short period of history. This evidence shows that close cooperation and fraternization among the Mongolia and Soviet Union influenced to eliminate the underdeveloped situation of Mongolia.

The success of nowadays educational development is related with the purposeful and planned implementation of educational policy, which followed the country with high reputation of its academic education, especially theoretical research and investigation in natural sciences in the world.

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## ВЛИЯНИЕ СОВЕТСКОЙ ОБРАЗОВАТЕЛЬНОЙ МОДЕЛИ В МОНГОЛИИ

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Статья посвящена образовательной системе Монголии и влиянию на нее советской образовательной модели. С начала 1970-х гг. Советский Союз сыграл значительную роль в трансформации образовательной системы Монголии через отражение достижений современной науки и технического прогресса в содержании курса обучения. Введение передовой методики, основанной на опыте советских школ и учителей, совершенствовало преподавательскую деятельность в школах Монголии, что уже начало давать свои ценные плоды. В период существования единой образовательной системы республики Советского Союза, советские учреждения образования, школы, педагоги и ученые Совета Европы оказывали передавали свой успешный опыт Монголии.

Мировоззренческой и теоретической основой монгольской системы образования выступает европейская образовательная теория развития, которая транслировалась Советским Союзом.

*Ключевые слова:* образовательная система; советская образовательная модель; среднее образование; политика в области образования; учебные заведения; Монголия.