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HIGH PEDAGOGICAL SCHOOL AS A FACTOR
OF ENVIRONMENT EDUCATION FORMATION IN THE REGION
(THE CASE OF INNER ASIA CAPITALS)

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Abstract. The article is devoted to the some aspects of formation of the pedagogical higher school in Inner Asia capitals: Ulan-Ude city (the Republic of Buryatia, Russia) and Hoh-Hot city (the Inner Mongolia Autonomous region, China). The importance of research is obvious, because it is necessary to comprehend the changes happening in the 20th century in educational systems and its influences on modern processes, to analyze and establish the reasons of the transformational processes happening in an education system that is impossible without experience gained from previous generation. Methodological basis of the research is the historical method, and also systematic and structural-functional analysis. Results of the study let us to reveal the features of development and formation of the pedagogical higher school of Inner Asia considering their history and national color and also have a direct relation to one of the most actual problem of cultural, information and educational security. The obtained results can be used in the work of public authorities involved in the development of public policy in the field of education, in reading of the lecture course, special seminars on pedagogy and history of education for the students and specialists of humanities.

Keywords: Inner Asia, the Republic of Buryatia, the Inner Mongolia Autonomous Region, higher school, formation of high pedagogical school history, educational safety, Oriental Studies.

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Competing values and models of state, socio-economic and community development are the key trends of the new Millennium, which is impossible without fore-run development of human potential, which is the basis of new economy of knowledge formation. Only a developed education system that meets the requirements of innova-

tive economy and integrates international scientific and educational sphere can become one of the major competitive advantages of modern states [3, p. 36].

Higher education is one of the most important components of socio-economic characteristics of each region and country. The attainment level of highly qualified specialists, able to respond to challenges and to effectively address key issues, ultimately determines the efficiency of socio-economic development of any region. Home training of highly qualified personnel (with no need for travel to another region) ensures sustainable functioning of strategic infrastructures of the region.

The geopolitical interests of Russia face the necessity of researching socio-economic development of Inner Asia, where the greater focus is placed on the system of higher education. The results of such studies will allow to reveal the peculiarities of development and formation of pedagogical higher school, because it will be possible to take into account the historical development and national colouring of the regions of Inner Asia, directly related to one of the most challenging problems of our time, namely, the problem of cultural, informational and educational security.

The choice of the considered institutions of higher education — the Buryat State University (Ulan-Ude, Republic of Buryatia) and the Pedagogical University of Inner Mongolia (Hohhot, Autonomous region of Inner Mongolia) is not accidental. In today's complex international circumstances, Russia is interested in closer cooperation with Asian countries. And the Republic of Buryatia as an Outpost of Russia in the East plays an important role, providing a bridge between cultural communities of Eurasia [5, p. 67]. In this context, challenging interest in China is understandable, as the country has an important geopolitical location in the center of Eurasian continent. A special place, bordering with Mongolia and Russia, therefore is the Autonomous district of Inner Mongolia [2, p. 73], which is actively involved in the regional development of Northern China in general.

Transformation and integration processes in the modern society undoubtedly affect changes in the system of education, including extension of national cultural values and the formation of new social institutions. It is obvious that the analysis and interpretation of such issues is impossible without taking into account the experience of previous generations. In this regard, the authors aim to considerate some aspects of the development of higher pedagogical schools in the regions under study, which are the national States areas of compact ethnic groups' residence (the Buryats and the Mongols respectively). Thus there is a case for a number of similar characteristics such as historical past, spiritual and cultural values, mainly based on Buddhist component, and characterized by a steadily increasing trend of youth educational migration and academic mobility. Also the disposition of the capitals of the Republic of Buryatia and the Autonomous region of Inner Mongolia (Ulan-Ude and the city of Hohhot) on the Great tea route could not fail to affect similarity of trends in the formation of a certain socio-cultural space of the considered regions.

The beginning of the XX century was marked by serious transformations and upheavals in social and political life of many countries. The October revolution in Russia, the Xinhai revolution in China and others have dramatically changed the course of world history.

In the Soviet Union in the first half of the XX century the construction of new socialist society was in process: collectivization, the elimination of illiteracy and others, which are unthinkable without the rise of the cultural level of the working masses.

"Held in 1930, the XVI Congress of the All-Union Communist Party noted that the rate of deployment of cultural construction in the country is absolutely insufficient and lags behind the rate of economic development and that this case rests on the problem of training upper level personnel of workers and farmers. This problem was especially acute in the conditions of economically and culturally backward Buryatia" [7, p. 23]. After the founding of the People's Republic of China (1949) the renewed country also consolidates all forces for economic and cultural construction.

The formation and development of higher educational institutions in the regions has been predetermined by social and economic changes in society — there was an urgent need for specialists in the regions to teach indigenous people basic literacy and to spread the ideas of communism. To solve this problem in the city of Verkhneudinsk (the capital of the Buryat-Mongolian Autonomous Soviet socialist Republic (1932)) and Ulan-Hoto (the capital of IMAR (1952)) two specialists M. P. Khabaev and Zuo Zhi were sent to establish higher educational institutions, to train personnel of the region. M. P. Chabaev and Zuo, CI left their marks in the history of their regions as leaders of higher education institutions.

During its formation the higher school was seen as a source of knowledge, of culture, civilization, and considered a source of spiritual revival of people. Buryat-Mongolian agro-pedagogical Institute became the first higher educational institution in the national regions of Siberia and the Far East, and the pedagogical Institute of Inner Mongolia became the first teacher training College, established in the area of compact residence of national minorities in China.

In 1924 the first specialized secondary schools in the history of Buryatia — Russian and Buryat pedagogical colleges — were opened in Verkhneudinsk. By the end of the first five-year plan in Buryatia there were already 14 technical schools and colleges, including four pedagogical colleges [6, p. 23]. The development of the region required highly qualified personnel, whose training at that time was carried out in major cultural centers of the country. In the 20-ies pedagogical faculties of the country established departments for training specialists from among indigenous people and in 1926 the faculty of education at the Irkutsk state University opened Buryat-Mongolian branch for training specialists from among indigenous people of the Buryat-Mongolian ASSR.

In 1932, the Buryat-Mongolian branch headed by M. P. Babaev was transferred to the city of Ulan-Ude and became the social and pedagogical basis of a new Buryat-Mongolian agro-pedagogical Institute. It should be noted that at that time pedagogical institutes were with the industrial or agricultural bias because of the deployment of a new programme of socialist construction on all fronts of the national economy and culture. Thus, on the 10-th of February in 1932 the first higher education institution was opened in Buryat-Mongolian ASSR; it included four departments: physico-mathematical, natural, literary-linguistic and socio-economic. In the autumn of 1932 146 first-year students "from among the graduates of secondary schools and colleges and working teachers entered the Institute; the vast majority of them did not have the necessary higher education" [4, p. 22]. The establishment of the Institute gave rise to the development of the region, the shortage of pedagogical staff in the Republic's regions as well as the shortage of highly qualified personnel in enterprises began to fade

gradually. In 1995 on the basis of the Buryat state pedagogical Institute and Novosibirsk University the Buryat State University was set up.

In 1949 after the establishment of People's Republic of China in the area of Suiyuan (绥远省) there were two teacher training colleges (pedagogical College and the women's pedagogical College) in the city of Guisui (归绥 [8, p. 302]. People's government, realizing the significance of the teaching profession, supported teacher training as much as possible; thus, in 1952, short-term teacher training courses were organized, that gave the graduates a chance to join the ranks of the workers and school teachers. It is important to say, that before the founding of new China there were no higher educational institutions in Inner Mongolia.

In July 1951 the people's government of autonomy entrusted to Zuo Zhi, who was an experienced leader and active participant of the revolutionary events and competent teacher, to rule the establishment of the first University of Inner Mongolia — pedagogical Institute; later he was appointed its Director. Overcoming a lot of difficulties, Zuo Zhi mustered his staff from among the teachers of secondary schools and 116 students from towns Tongliao and Hailar [10]. At that time there were only four specialities at the College — Philology, Mathematics, Biochemistry and History. On the 5-th of May in 1952 pedagogical Institute of Inner Mongolia was founded in the town of Ulan-Hoto, therefore, a basis for further development of higher pedagogical education was laid in Inner Mongolia.

In 1954, after transferring the administrative center from Ulan-Hoto to the city of Hohhot, Pedagogical Institute was moved to the center and absorbed their teacher training colleges. According to the Chinese researchers, "After the city of Hohhot in 1954 became the administrative center of IMAR, there was a rapid development of higher education in the region and by 1985 the number of higher and secondary special educational institutions has scored 15, and universities for adults — 6" [9, p. 486].

In 1984 the Pedagogical Institute of Inner Mongolia was re-named in Pedagogical University of Inner Mongolia, which was the first University in China opened in the area of compact residence of national minorities.

Pedagogical Institute has always been scientific-methodical and cultural centre of the region and therefore became the conductor of culture and education in the newly formed Buriat-Mongolian ASSR and the Autonomous region of Inner Mongolia. The socio-economic situation in the regions of Inner Asia adequately led to the opening of the pedagogical University for training specialists that the region needed at that time.

Thus, this study not only reveals similar tendencies in the history of higher pedagogical education in the Republic of Buryatia and the Autonomous region of Inner Mongolia, but, based on past experience, also promotes a deeper understanding of modern processes of modernization and internationalization that take place in the system of higher education. Moreover, it provides the possibility for the region to integrate into the world educational sphere where the UNIVERSITY acts as a social and cultural institution and contributes to answering the needs and interests of the individual in accordance with national and universal values.

T. I. Garmaeva, A. A. Shakhaeva. High pedagogical school as a factor of environment education formation in the region (the case of Inner Asia capitals)

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ВЫСШАЯ ПЕДАГОГИЧЕСКАЯ ШКОЛА КАК ФАКТОР ФОРМИРОВАНИЯ
ЭКОЛОГИЧЕСКОГО ОБРАЗОВАНИЯ В РЕГИОНЕ
(НА ПРИМЕРЕ СТОЛИЦ ВНУТРЕННЕЙ АЗИИ)

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Аннотация. Статья посвящена некоторым аспектам формирования педагогической высшей школы в столицах Внутренней Азии: г. Улан-Удэ (Россия) и г. Хох-Хото (КНР). Важность исследования обусловлена необходимостью осмысления изменений, происходящих в системах образования, и их влияния на современные процессы, что невозможно без учета опыта прошлого поколения. В работе рассмотрены причины трансформационных процессов в образовательных системах, выявлены особенности развития и становления педагогической высшей школы Внутренней Азии с учетом их истории и национального колорита. Методологической основой исследования является исторический метод, а также системный и структурно-функциональный анализ. Полученные результаты имеют непосредственное отношение к культурной, информационной и образовательной безопасности и могут быть использованы в работе органов государственной власти при составлении программ в области образования, при чтении курсов, спецсеминаров по педагогике и истории педагогики для студентов и специалистов гуманитарных специальностей.

Ключевые слова: Внутренняя Азия, Республика Бурятия, Автономный район Внутренняя Монголия, высшая школа, история становления высшей педагогической школы, образовательная безопасность, востоковедение.

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