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**Education and pedagogical thinking in western Georgia
in the early of the twentieth century
(1900 - 1917 years)**

**The Dissertation Presented for Obtaining the Academic Degree
of Doctor of Education**

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General Description of the Work

Work Actuality: For successful development of state, it's the most important to study the country's Pedagogical experiences in the historical context. At the same time, we consider it necessary to be studied not only specific periods of time – the time intervals into account, but also it must be studied how the country's each region was developing in a specific period of time, that makes possible to evaluate the whole picture of the development of education in the country.

Georgia's education reform requires improving the quality of education. We believe that improving the quality of the education has to respond the demands of modern science, it must consider the world's practice and achievements, which have made it a priority sector of the world's advanced countries, but at the same time improving the quality of education should be adapted to the country's historical past, its traditions and a lot of other factors that in whole presents the continuous system of education development. We believe that, the progress of Georgia as a state is connected unconditionally to the improvement and further development of education European system.

Recent changes of modern society raised the issue in front of education history experts, that in a new way, the requirements of a modern level, without party interests, that differ from communism, be thoroughly studied and generalized the history of education establishment and development of Georgia, which primarily determine the historical truth in the development of the education sector and create the ground to be fully analyzed and shared school policy at the present stage and adopt scientific way of problem solving.

Georgian educational system accession to the Bologna Process, the nation irreversible move towards Europe, should be followed the creation of highly developed European system in the country, past experience analyze and consideration, where its important role must be done by establishing the National school, which represents the solid and fundamental basis of the national ideology.

In establishment of the National school, its important role must be done by all the region's educational institutions. Obviously, this contribution to its content and functional expressions for various regions is different, but in general, all regions carried specific and unique role to the formation and development of the Georgian national school.

In the end of XIX century and the early of XX century, between the Georgian's regions for the types of diversity of education centers and institutions, the western Georgia is the most important, which the quantity and diversity of textbook publications in Georgian, education, the diversity of teaching methods, plays the most important role, in education system of that time's formation and further development, which contributed a lot the west of Georgia famous Georgian educators, public figures, institutions and the public teachers who were working in the institutions. In this regard, in Georgian pedagogy, some

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interesting and important work has been published by S.Sigua, L.Bocvadze, T.Sarishvili, T.Khundadze, Z.Kikvadze, I.Chkua-seli, N.Berulava, G.Mchedlidze, A.Gobronidze, L.Tavdgiridze, M.Akivlediani, I.Gendzekhadze, I.Basiladze, N.Sokhadze, M.Magradze, O.Nishnianidze, S.Panchu-lidze, D.Chumburidze, L.Gabulia and others. The issues that are discussed in these works are around Georgia, it gives us a common approach of a research topic to be studied and analyzed specific ones. However, we consider that the developmental history of Pedagogical thinking in west Georgia has not been researched wholly as the separate subject. Therefore, we believe that our dissertation theme: "Education and pedagogical thinking in western Georgia in the early of the twentieth century (1900-1917 years)", is actual for education theory and history and its research will help Georgia's current education reform.

The Goal of the Research: The Goal of the Research is to research education and pedagogical thinking of the early of twentieth century in western Georgia.

The task of dissertation work is to emphasize the issues that are connected to the education and pedagogical thinking in western Georgia and also to research the problematic issues in order to establish full objective reality on those ones, namely:

1. Explore the learning process of all types and species schools in the early XX century's western Georgia, teaching methods, forms, school textbooks, their content, teachers, educational material and technical resources and etc. that is directly connected to the educational process and its organization.
2. Based on historical documents show what role was played by the schools in the early XX centuries and also by teachers in Georgian education system formation.
3. Analyze the education condition in western Georgia, development trends, its quantitative and qualitative growth, the organization of the learning process and its contents.
4. Based on historical documents show the role of Georgian enlighteners, public figures and teachers, what they did for education expansion in the early XX century western Georgia, for instillation of new teaching approaches, for creation of textbooks, the battle in which they were involving for creating the national education system.

The object of the research presents the early of XX centuries:

- West Georgia's primary, secondary, pedagogical and professional education institutions and education centers: Parish schools, women's schools, agricultural schools, gymnasiums, real schools, the schools of society promoting literacy among Georgians and teacher's school.
- Russian education policy in Georgia, Georgian pedagogical sense, the role of society promoting literacy among Georgians in Georgian pedagogical development.

The theoretical meaning of the work is expressed in the scientific concept – education and pedagogical thinking in western Georgia in the early of the twentieth century, before the declaration of Georgian independence.

The practical meaning of the work is expressed in the results of scientific research received results by involving the pedagogical students in learning process.

The scientific novelty of the work lies in the fact that the work is collected and studied all types of school and education centers in the early of XX century's western Georgia and is discussed the issues of that period of pedagogical thinking. The dissertation presents the attempts of monographic study of these issues and somehow fills the gaps.

The theoretical and practical value of the work lies in the fact that dissertation work contributes in research of pedagogical theory and history. The creative approach of the receiving results during the research will be useful for all kinds of currently existing institutions. The receiving results can also be used in the university history special courses. Based on the receiving results can be prepared the lecture course of western Georgia's education and pedagogical thinking history, which helps pedagogical students, teachers and people who are interested in education history.

Research hypothesis lies in the facts that if it thoroughly studied the heritage of education past, if the objective assessment and analyzes were done on earlier existing institution development, the content of education, revealed the advantages and disadvantages, that is significant step forward for the cultural mastering of past heritage and it's very important to the nation's cultural development, and the positive moments of teaching that were in this period, can be used today for improving and developing of Georgia's education system.

The approbation and publication of the work. On the issues that are discussed in dissertation work, I had some speeches on university and international scientific-pedagogical conferences, also I published scientific articles. The results of the research were regularly introduced to the scientific seminar that is at the Department of pedagogy of Akaki Tsereteli State University, and the completed work is reviewed and assessed by the Department of pedagogy of Akaki Tsereteli State University.

Research Methodology. Different methodologies are used in the dissertation, namely, historical, comparative, descriptive, evaluative studies and etc.

Research stages:

- The primary processing of pedagogical literature, compiling bibliographies, formation of the research tasks and hypothesis;
- Archival, museum and press materials introducing and processing;
- The analytical processing of scientific literature and archival materials;
- The realization of research methods;
- The pedagogical-didactic analysis of the materials that are collected during the research;
- The decoration of the dissertation.

The following provisions and conclusions are given to defend:

- The secular and Parish educational institutions learning process pedagogical analysis in western Georgia at the end of XIX century and the early of XX century;
- All the types of secular and Parish educational institutions' students and teachers contingent, material and technical resources, tuition fees, textbooks analysis in western Georgia at the end of XIX century and the early of XX century;
- The fight of Georgian Enlighteners and public figures, who worked in western Georgia, for national values, maintenance and learning on Georgian language;
- The special role of western Georgia at the end of XIX century and the early of XX century in the formation and further development of the Georgian education system of this time (the great number of publications and diversity of textbooks which are published in Georgian language, the multiplicity of teaching methods, the large number of education centers and educational institutions types between Georgian region, the teachers, who were working in educational institutions, and others.)

During the theoretical study has been received these kinds of results:

- Based on the research was conducted the pedagogical analyze for all types of secular and Parish educational institutions in western Georgia at the end of XIX century and the early of XX century, and made appropriate conclusions.
- Based on previously unknown archival documents, which were retrieved by us, was clarified a number of issues on which there were different views between the various Pedagogy Researchers (Date of the opening of the educational institutions, students and teachers contingent, the duration of teaching, the names of teaching disciplines and etc.);
- Thoroughly is analyzed and presented a great contribution, which was accused by Georgian Enlighteners and public figures of west Georgia, that is shown by fight for national values, which was associated with the maintenance of Georgian language, for all types of educational institutions to be taught in Georgian language, for opening of the university in Georgia and etc;
- Pedagogical analyzed and researched the methodological approaches that have been used for teaching process in educational institutions of the West Georgia which later, not only in Georgia but in the entire world received recognitions;

The volume and the structure of the work. The work consists of an introduction, two chapters, the general conclusions, used archival documents, References and appendix. In the introduction, there is substantiated the goals and objectives of the research, it's determined the actuality of the work, its theoretical and practical value, the problem is defined, the general objectives and methods of the research are indicated. The main provisions are forming.

The structure of the dissertation work is as follow:

Introduction

Chapter I

Education and pedagogical thinking in the end of XIX century and the early of the XX century western Georgia

§1. The educational centers in the end XIX century and in early XX century in western Georgia

- 1.1. Parish schools and schools for women
- 1.2. Agricultural schools
- 1.3. Gymnasiums, real and boys' schools
- 1.4. The schools of society promoting literacy among Georgians
- 1.5. Teacher Schools

- §2. Russian policy against of Georgia education system.
- §3. Georgian pedagogical sense in late XIX century and in early XX century
- §4. The society promoting literacy among Georgians and its role in developing the Georgian pedagogical sense
- §5. The Georgian Enlighteners pedagogical ideas in the 90ies of the XIX century in west Georgia

Chapter I conclusions

Chapter II

Educational institutions and their conditions in the end of XIX century and the early of the XX century western Georgia

- §1. Primary education
 - §2. Secondary education
 - §3. Pedagogical and professional education
 - §4. Striving for higher education
- The general conclusions
References

Dissertation short summary:

The first paragraph of the dissertation deals with the educational institutions, which were exist in west Georgia at the research period. The first subparagraph deals with the Parish schools and women's institutions. At the end of XIX century and the early of XX century in west Georgia the most massive schools were Parish schools. There was a two-year study in Parish schools. There was taught: the divine law, the Russian and Georgian literacy, pure writing and arithmetic within the four operations and the chants. The Parish schools had always given the advantage between the lower classes of Georgia population, because they were relatively cheap and short-term rather than the State schools and the most important thing was that, there the subjects were taught in the native language. The number of Parish schools in west Georgia was increasing each year, the teaching process was in Georgian language. In charge of the school, there were Holy Synod and Church authorities. The children got the first-primary education in the Orthodox, Catholic, Gregorian and Jewish synagogues schools with three-year teaching course. There are discussed the curriculum, programs and pupils contingent of the first-primary two-year school "Atina", which was founded in 1913 in Kutaisi by the Greeks. In this school the teaching

process was in Greek, Russian and Georgian languages. Due to the increase the number of the pupils, by the year of 1917, it had become a four-year school. The school was taken care as the Greeks and Georgians.

The west Georgia, in the early of XX century, was important with the diversity of religion schools. There were Catholics schools in Kutaisi. Catholics were trying to open a lot of schools, but their purpose was not so much to education, as far as the promotion of the Catholic faith. Near all Catholic Churches, the Catholic parish schools were opened. There were three Parish schools at Jewish synagogue in Kutaisi. These schools ordinary worked with the primary schools programs, only instead of the divine law, the Judaism was taught.

The society promoting literacy among Georgians helped the parish schools. In these kinds of schools the Georgian language was not only taught, but in the first two years the teaching process was held in Georgian language. Since 1893, Estate Shushania arranged a private parish school in village Kheta, which had become famous throughout Samegrelo and the parents brought their children from the farthest villages to teach in "Estate" school. The teaching process in "Estate school" was at a high level. All the school subjects were taught perfectly, including Georgian and Russian languages. In Estate Shushania parish school, the educational process was carried out by the curriculum of "The society promoting literacy among Georgians" and therefore it helped him.

One of the largest centers of theological education in Georgia and especially in west Georgia was theological schools. In this case, the most important is Kutaisi Theological School, which was founded in February 1821. After that the Eparchy was headed by Bishop Gabriel, the condition of this school got better. The name of Bishop Gabriel is associated with the creation of "St. David the builder's brotherhood" in Kutaisi Theological School in 1891. It helped pupils to improve accommodation and also gave them material support. The Great King's name made susceptible pupils for national traditions, reminded Georgians and incited the future with hope. The Theological school obeyed with Georgia Exarchate and Holy Synod. It was 4 year school with a four-year course of study. By the number of pupils, Kutaisi Theological School was one of the most numerous schools among Theological schools in Georgia. Kutaisi Theological School has grown the huge number of staffs to Georgia. Among them were: Luarsab Botsvadze, Samson Kiptani, Galaktion Tabidze, Titsian Tabidze, Giorgi Ioseliani (Tskaltuboeli) and many others. They later worked not only as religious leaders and teachers, but they have contributed to the development of Georgian spirituality. Kutaisi Theological School has greatly contributed to the return and introduction of the Georgian language in teaching process. Here, in order to strengthen students' academic success, for the first time, the ethnic Russian teachers were required to learn Georgian language. Kutaisi Theological School contributed to the free-thinking young people, and it became one of the strongest centers for them in Georgia.

Imereti Bishop Gabriel in 1872 raised the issue of opening Kutaisi Theological Seminary to Holy Synod. On September 18, 1894, by the initiative of Bishop

Gabriel Kutaisi Theological Seminary was opened. The duration of study was 6 years. From here four classes gives pupils the secondary education. The 5th and 6th grades give pupils the special education in theology. Since 1899 "A model school" was opened at the Kutaisi Theological Seminary. The IV, V and VI grade pupils were getting the practice at this school. It was necessary to pass the exams in Subjects and also to get three trial lessons to receive the name of the teacher. In Seminary there were exams in each quarter and these exams were being taking by the subject teachers. At the end of the year, the annual examination conducted, which had taken examination commission. In Theological Seminary, according to the results of annual exams, the student was given Category. There were three kinds of Category and all of them have their own Evaluation criteria. One of the main objectives of the Theological Seminary was to train pedagogy staffs. In 1917, Kutaisi Theological Seminary had finally ceased to exist, but at the end of XX century, in 1995 by the blessing of His Holiness and Beatitude, Catholicos-Patriarch Ilia II was opened Theological Seminary, which was named by its founder Bishop Gabriel.

St. Nino's College for Women was the first women school in Kutaisi. On May 14 1847, by the efforts of the charitable Society of St. Nino's and under the direct permission of Caucasus school district's guardian, the first women school was founded. The school is mainly financed by donations. Tuition was free. The payment was required after its transformation into the gymnasium. It was carried out in 1878. In 1913-1914 years Russian language methodology was taught, namely Komensti "Didactics", "Emily", "Linerdi and Gertrude", etc. The pupils were studying a course of pedagogy. Since 1889 the gymnasium was given the name of St. Nino with a 12-year course of study, four primary divisions and eight basic classes. The gymnasium had an alphabetical division, junior preparatory class, basic preparatory class and the basic and parallel (second) classes - from the first to the eighth classes.

In 1892, Bishop Gabriel's women diocesan school was opened in Kutaisi with three-year teaching program. By the year 1907, the school began to train parish teachers. The curriculum of the subjects was diverse. Our attention is drawn on the teaching of Didactics and methodology. Didactics was teaching two hours per week. This circumstance is more important, it seems that training pupils as future teachers was very significant. The school had to prepare Parish school teacher, so it was necessary for the practice of teaching to devote at least one year. By the year 1907 for this purpose it had been opened the 7th grade, that was called as teachers class and it gave the graduates the right to be parish school teachers. During its entire history of existence the school had a great authority among the population.

In 1903, Mariam Kaukhchishvili opened the private 4-year class pro-gymnasium with professional department. Her goal over the years was to turn it into Gymnasium. Mariam Kaukhchishvili worked qualitatively and successfully, that's why her school was very famous. She was able to open the fifth grade in 1908, then she added each class gradually and when a full Gymnasium classes

recruited, she appealed to the government for permission to open a Gymnasium. The Commission of the government recognized the educational process satisfactorily and approved the private women's Gymnasium. The teaching process on this school was at a high level. The teaching process was in Georgian language. It was one of the schools where the history of Georgia was taught. Mastering the basics of science, Mariam Kaukhchishvili had a great attention on the labor education of pupils. She had the sewing workshop in her school. The school gave the full knowledge of the official gymnasium course, but as a private institution was not entitled to pass exams on this place. Exams were assigned in Classical Gymnasium with the official program; the exam commission was allocated by the Caucasus school district's guardian. The members of the exam commission noted the serious preparation and academic success of "Kaukhchishvili Gymnasium" pupils with great pleasure.

The second subparagraph deals with the West Georgia agricultural educational institutions. In 1883 the village Tsimamdzghvriantkari agricultural school was founded, soon, in west Georgia, Kutaisi, such school was opened in 1894. The objective of the school was to give youth a low agricultural education in viticulture, horticulture, sericulture, apiculture and other fields. Young people aged 16-17 were enrolled in the school. The teaching process was in Russian language. The teaching course was 4 years long and it was included one preparation and three special classes. The farm in Choma, which is owned by the city authorities at the time, was transferred to the school. School had a wine cellar, two apiaries - one in the school agriculture territory and the other in Racha. There was also a well-equipped meteorological station, where the pupils with the help of the teachers were producing general and phenological observations. There, the teaching process was mostly practical. Classroom lessons are conducted in the winter period. As for the pupils' assessment, the grades were given according to their work's results. After the graduation exams, the pupils had to have a year practice in any of the estate, after that they could give a school-leaving certificate. Practice was mainly in Ajmeti. Practice report should be submitted at the end of the practice. In 1917-1918 the teaching process was in Georgian language.

The third subparagraph refers to gymnasiums, the real and the boys' education institutions. There was Boys' Nobility Gymnasium in Kutaisi, which was originally opened by two departments, and in the years 1881-1882 the third and fourth department was added. In 1885 it became full Gymnasium. The teaching course was 8 years long, 4 of them - the preparatory department and other 4 year was for pro-gymnasium classes. The newly opened gymnasium was named - Kutaisi Nobles' Georgian Gymnasium. The school was Georgian, the teaching of Georgian language and history was compulsory by program. The subjects were also taught in Russian language. But it should be noticed that the teaching of Georgian language was at the high level. In 1905 the school was transformed into a gymnasium, which meant that the pupils would be given the diploma, with

the right to enter the university. It really was an important achievement for the Georgian society.

Joseph Otskheli had a huge role in Kutaisi Nobles' Gymnasium history. He was appointed as a head in 1901 by the "The Society promoting literacy among Georgian". He gathered progressively thinking teachers and created the strong pedagogical staff. Among them were: Gerasime Cagareishvili, D. Uznadze, G. Akhvediani, S. Otskheli, I. Nikolaishvili, and many others. According to their initiative, The Sunday school was founded in Georgian Gymnasium, which was transformed into a public university in 1910. The school's graduates include writer-academician Konstantine Gamsakhurdia, academics- Giorgi Akhvediani, Arnold Chiqobava, Davit Lortkipanidze and others; Professors: Aleksandre Tsereteli, Ushangi Oboladze, Akaki Pagava, Terenti Kakushadze; Writers: Akaki Beliashvili, Sergo Kidiashvili, Levan Asatiani, Nikoloz Chachava, Davit Chkheidze; Critic: Besarion Jgenti; Public Artists: Akaki Vasadze, Dimitri Mehedidze and many others. Nowadays it's called Joseph Otskheli Gymnasium. The contribution of Joseph Otskheli is huge. He opened the first "Georgian Kindergarten with preparatory class" in 1892, which existed until 1903.

Kutaisi Men's Classical Gymnasium has a long history. It had eight classes. It also had a preparatory department, where pupils have been trained for the first class of Gymnasium. In the gymnasium all the subjects were taught in Russian.

Numerous well-known person and public figures were grown-up by the Classical Gymnasium, among them were: Akaki Tsereteli, Giorgi Tsereteli, Niko Nikoladze, Sergi Meskhi, Ekvtime Takashvili, Niko Mari, Akaki Shanidze, Joseph Otskheli, Dimitri Uznadze, Tician Tabidze, Paolo Iashvili, Niko Lortkipanidze, Leo Kiacheli, Akaki Khorava and many others. In the era of Georgian Democratic Republic, the Classical Gymnasium had many radical changes. It has a decent place in the history of education. During the Soviet Union, it was called as Kutaisi first secondary school for a long time; nowadays it is Akaki Tsereteli first Gymnasium.

Konstantine Mkurnali name is associated with the opening of two-class school in Samtredia, Kula. He led this school since 1895 until 1902 and that's why this school has his name. He opened the new private school- "Mkurnali Gymnasium" in 1908. In his school everyone could learn. It doesn't matter what nationality or social status they had. At first "Mkurnali Gymnasium" was five-classes, then it transformed into eight-classes. It existed until 1918 and gave the country a lot of commendable patriot. Konstantine Mkurnali invited qualified teachers to work there, and they were: Dimitri Uznadze, Trifon Japaridze, Gigo Natadze, Jaju Jorjikia, Leo Antadze and many others.

On November 8, 1879, Boys' Primary school was opened in Kutaisi. The children from 7 to 11 years could learn there. Poor children were free from fee. Graduates could continue studying as a classical gymnasium, as Nobility school and Pro-gymnasiums. The school soon became famous; it was called school for poor. In 1892, this two-class school transformed into three-class. There was Pedagogical class, in which along with other subjects the pupils studied

didactics- two lessons, arithmetic methods - two lessons, the methods of writing - two lessons per week.

In 1915, Boys' eight-class Commercial school was opened. Its aim was to educate pupils for general and commercial knowledge. There were also the boarding-school, library, physics cabinet, exemplary subjects' museum, laboratory for practical learning in chemistry and commodity, also the cabinets of History, Geography, Science, Drawing, Gymnastics and other academic disciplines. School pupils were male, regardless of religion and rank. The school had two preparatory classes. The duration of studying was 8 years.

In this period there was also Kutaisi Real School, which focuses mainly on labor education. Fortunately in our country, the real education had a lot of supporters. Niko Nikoladze and much intelligence supported the real education, too.

In 1897, the Real School started existence. At school, there were preparatory classes. The teaching process was in Russian language. The Real school's curriculum focused on science-mathematical subjects. Mathematical subjects considered to be the main subjects and the teachers were quite good. The Kutaisi Real School paid much attention to the labor education, which started in 1910. In 1912-1913, the school started learning of sculpting and modeling. In 1918, High Primary school was opened at Real school. The real education has a great contribution to the education of the Georgian youth and put the labor education on the high level.

The fourth subparagraph refers to the schools of the society promoting literacy among Georgians. In 1884, the parallel department of Kutaisi Georgian School was moved in Old Senaki by the society promoting literacy among Georgians, as Kutaisi Georgian School's branch. In 1884, the foundation of the school was celebrated and some amount of money was collected for the school, as the result, on October 27, 1885, the school had continued to exist in the new building.

On March 23, 1881, the Batumi School was opened, which condition at first was not good. On June 6, 1882, the debates about the existence of the school was held in the session of the "the society promoting literacy among Georgians". At last, after giving a lot of arguments, they decided the Batumi School to remain. On May 24, 1887, Iv. Machabeli said: "Saving the Batumi School is really expensive but it has to stay because it is an institution, which costs more than any money."

In Caucasus, there were existed Orthodox Christianity Society schools: in Okumi, Dikhazurga, Gudava, Sabedio, Saberio, Likhni, Ochanchire, Gupi, New Aton and Chilovi. In 1863, Mountaineers School was opened in Sokhumi, with boarding-school. The boarding-school was for the children who lived in Abkhazian villages. The head of the military department was the school custodian.

At the end of XIX century it was essential to open Teachers' School. The first teachers' school in west Georgia was "Khoni Teaching Seminary", which was opened in 1881. Seminary prepared teachers for the Primary schools. The

duration of the study was 3-4 years. At first the Seminary had one Preparatory and three Main classes, and in 1905 year, the fourth class was opened. The teaching process was in Russian language. In Seminary, there was Primary school which consisted of three departments: junior, middle and senior. It played primary school role. There was the training process of the teaching methods, the attendant and observation on the lessons and also trial lessons. The physical and musical education was at the high level. One of the main subjects at Seminary was Pedagogy. It was taught by directors or leading teachers in 2 and 3 grades. According to the regulations of the Seminary, the observational pedagogical practice started at the second grade. And the trial lessons-in the third grade.

Khoni Teaching Seminary had a lot of successful graduates. Among them were: Luarsab Boevadze- an eminent teacher and public figure, who had a significant contribution to the development of Georgian pedagogical thinking. The contemporaries called him "The second Gogebashvili".

In the paragraph there is also discussed Sokhumi Teaching Seminary, which was founded in 1915 and Nikoloz Javashia had a great contribution in it.

The second paragraph deals with Russian educational policy against Georgia. The paragraph discusses the ways and methods that were used by the Russian government for the Georgian national decline. The pressure on the native language was mainly in the primary classes. The King's government did everything in order to remove Georgian language from the curriculums. They made up new methods to prove that the Georgian language was not necessary. One of the method was "Natievi method", where Ili Chavchavadze asked ironically "what did we do? laugh or cry". According to this method the Russian and the Georgian languages had to be taught simultaneously and the Georgian words had to be written down in Russian letters.

In third paragraph we are talking about the pedagogical approaches that were existed in west Georgia's schools at the ending of XIX and at the beginning of XX centuries. At this time fighting against the ignorance had the essential meaning. Ignorance and backwardness were the signs of the nation's degeneration that was the fact by which Georgian intellectuals were much suffered. They considered education and scientific knowledge as a huge national activity. In the paragraph there is considered Georgian educators' attitude to moral, intellectual, labor, aesthetic, patriotic, physical and family upbringing. There is also shown the meaning of native language in children's upbringing process. We are talking about "free education" and pedagogy's experimental contribution. They thought that knowledge was the main to solve all problems. At that time, the intellectuals, columnists, teachers and clergy, thought that spreading knowledge was the patriotic duty. They devoted several publications to this issue. They talked not only about getting knowledge but also a great accent was on practical usage of it. At that time, Georgian intellectuals were supporting the idea of harmonious education, the development of a comprehensive development, which means adolescent mental, moral, aesthetic,

labor and physical forces perfection itself. Special attention was drawn to the moral character of the spirit of patriotism in young generation.

From XIX century sixties, the establishment of Sunday schools has begun in Russia and Georgia, whose aim was to give elementary education to adults of society and youth who were out of schools, but first of all the aim was dissemination reading, writing and accounting. Sunday's schools were not always very successful.

In the fourth paragraph of first chapter we are talking about: the role of society promoting literacy in development of Georgian pedagogical thought. Their goals were to open Georgian schools, teach in Georgian language and publish books on Georgian language as well. They were fighting for "all in Georgian". They wanted teaching at schools to be in native, Georgian language. This battle which was among the society promoting literacy and government openly or covertly was a great obstacle for the society promoting literacy, that's why they were able to open just some schools. First school which was opened by the society promoting literacy was the Kutaisi noble school. It's notable that the contribution of the society promoting literacy in Muslims' education, because the Muslim society, who wanted to be educated were on the lowest level, because these activities were done by Mullahs and they couldn't properly lead it. To solve this problem the society promoting literacy, thought it was very necessary to open Georgian school in Adjara, to educate local people, to eliminate the influence of Turks and to strengthen Georgian language. So, the reason of establishment Batumi School was clear. This school was open on 23th March, 1881.

The society promoting literacy was not only opening schools owned by themselves, but also helped the other bodies to improve the old ones, they were helping with money, furniture, things necessary for education, till the government would forbid such kind activities. Also the obstacle for the society promoting literacy was that they hadn't enough books. To solve this problem the society proved the premium for the authors, who would create the books for elementary schools. Not having printing-house hampered the society promoting literacy's work in publishing books.

In 1915, in Kutaisi, there was created society "light", who had the aim to create Georgian, civil secondary school. This school was the first one, in which all subject were taught in Georgian and because of the books were not on Georgian language, according to the initiation and advice of I. Otskheli, publishing house "GANTIADI" was established, who promoted Georgian schools with Georgian books in a short time. In publishing house, created according to the advice of I. Otskheli several books were printed which were valuable for development of Georgian schools. Except of books, one of the most important aims of society promoting literacy was to publish and spread the books necessary for society. Because publishing original popular books was too difficult, the council tried to print translated stories. Also one of the most important aims was to improve the library. They did all these, with the help of donations. The society promoting literacy laid the foundation of collection of the antiquities. The society

promoting literacy had also a great interest to collect folk materials and to film about folk songs.

In the fifth paragraph, the pedagogical ideas of Georgian educators of nineties of XIX century are considered. Georgian Pedagogical thinking starts in distant past, which improved in sixty-seventies of XIX century. In the same years, important pedagogical articles and works are publishing in Georgian press. Knowledge, spreading education and national Georgian soul were the main goals which were aimed by the Georgian enlighteners.

Georgian press was criticizing Russian policy, its mistakes and was fighting for democratic, human school, harmonic, moral development of youth. In the paragraph Georgian enlighteners' pedagogical ideas are considered. There is proved the necessity of women upbringing, importance of book, Religious Tolerance, Christian upbringing. There is also considered Georgian enlighteners' views about parents' duties. Georgian enlighteners were fighting for education and gaining culture. By opening Sunday schools, arranging libraries and theaters, creating museums and other cultural and educational institutions, encouraged to promote awareness of population and gaining cultural level.

A wide discussion was on problems of classic and real education. Some (I. Gogebashvili, I. Tchavtchavadze, A. Tsereteli, Al. Naneishvili, S. Meskhi, A. Purtseladze and etc.) were supporters of real education, others (G. Tsereteli, N. Nikoladze and etc.) were supporting to classical one. Each groups proved their views. There was third opinion, according to which both systems were necessary.

Georgian Enlighteners paid a great attention not only studying native Georgian language, but also teaching Russian language and Russian people's cultural heritage. Discussed approaches were a really huge jump not only in western Georgia, but in whole history of development of Georgian pedagogical thinking.

First chapter ends with conclusions.

> At the ending of XIX and at the beginning of XX centuries, most massive schools in Georgia were Parish Schools. At first they were created near the urban settlements with schools. The numbers of parish schools were increasing year by year in Kutaisi. Mostly, teaching at these schools was in Georgian.

> Kutaisi Theological School has an eminent place among Georgia's religious institutions (founded in 1821). Creation of "Saint David brotherhood" in 1891 is connected to Bishop Gabriel. Kutaisi Theological School according to the number of its pupils was the most numerous religious one among the institutions in Georgia. A number of people were grown up here. Kutaisi Theological School made a great contribution for Georgian language returning and setting in educational system. Here, in order to strengthen students' academic success, for the first time, teachers were asked to study Georgian. Kutaisi Theological School promoted youth to establish free thinking and became one of the most powerful centers in Georgia.

> Kutaisi Theological Seminary was opened according to the initiative of Bishop Gabriel on September 18, 1894. Duration of study has been continuing

for six years in seminary. First four classes were giving secondary education to the pupils. They got special theological education on 5th and 6th classes. Teaching pedagogy began in the fifth class. It also became necessary to open a model school. It should be noted that in 1900 y. the Seminary was completed. Seminary existed just for 10 years. Almost 12 years later, in 1916, the Metropolitan Pittirim reopened Kutaisi Theological Seminary. In one year, in 1917, the existence of Theological Seminary was finally stopped. In 1995, with His Holiness and Beatitude Catholicos-Patriarch Ilia II's blessing Theological Seminary was opened in Kutaisi, which has the name of its founder, Bishop Gabriel.

➤ West Georgia embraced with diversity of religious schools. In second half of XIX and at the beginning of XX centuries in Kutaisi there were Catholic schools, the Armenian-Georgian Parish Schools, Jewish parochial schools near the Synagogue of Kutaisi. Greeks' first-primary school with two classes "Athina" was founded in 1913 in Kutaisi. Every year, the average of student enrollment at this school was of 40-60. The teaching was conducted in Greek, Russian and Georgian. In 1917 this school was transformed into 4 classes' school. Both Greeks and Georgians took care on it.

➤ At the beginning of XX century, there were a lot of women colleges in Kutaisi, 4 classes Pro-Gymnasium opened by Mariam Kauchchishvili was the distinguished one among them. Teaching was on the best level in the college. Mariam was able to transform it into the gymnasium. The teaching language was Georgian. With studying the basis of scientism, Mariam Kauchchishvili paid special attention on pupils' labor upbringing. She had arranged sewing workshop at college.

➤ St. Nino's College for Women was the first women school in Kutaisi. (Founded in 1847). Teaching was on Russian language. In 1913-1914 Russian language methodology was taught, in particular "Didactics", "Emily", "Inerdi and Gertrude", by Komenski, etc. The students were passing the pedagogy course.

➤ In 1892 Bishop Gabriel founded Kutaisi women's Diocesan College with three-year training program, which existed until 1921. Methods and didactics were taught at the college. Students' skills as for future teachers were paid special attention. In 1890 colleges with three years were reorganized as colleges with 6 years. School was preparing parish school teachers, so for pedagogical practice they had one year. By the year 1907 7th class was opened because of this reason, it was called pedagogical class and was giving the right to graduates to become a teacher.

➤ Kutaisi Agricultural College was opened in 1894. Its main task was to give young people agricultural education in viticulture, horticulture, sericulture, apiculture and etc. The college was with 4 years duration. One-preparing and 3 main classes. School had a wine cellar, two apiaries, and a well-equipped meteorological station, where the disciples were produced observations under the guidance of a teacher. Mostly there were practical studies in it. Class lessons

mostly were held in winter whiles the practical training and work on the rest of time. This college, during its existence made a great service for Georgian agriculture in preparing hundreds of qualified specialists and spreading agricultural knowledge, which was very important.

➤ Kutaisi Nobles' gymnasium had a honorable place among gymnasiums, which was originally opened with two departments, and in 1881-1882 the third and fourth division were added. In 1885 it got the final face of Pro-Gymnasium. It envisaged 8 years classes. 4 years were for preparing classes and 4 for pro-gymnasium studying. On 2nd February 1905 according to the permission of Minister of Education Glazov, school was transformed into a gymnasium. That was really great and important achievement for the Georgian society.

➤ Joseph Otskheli has an honorable place in the history of Georgian noble gymnasium, who was indicated a head of Georgian Noble Gymnasium according to indication of Jacob Gogebashvili in 1901. He gathered with progressive thinking pedagogues and created a strong pedagogical collective. G. Tsagareishvili, D. Uznadze, G. Akhvediani, S. Otskheli, I. Nikolaishvili and others were among them. According to initiative of these incredible pedagogues Sunday schools were established in Georgian Gymnasium, which was transformed into Public University in 1910. Nowadays it's called as gymnasium of Joseph Otskheli. Joseph Otskheli opened first model of Kindergarten with preparing class, which was existed till 1903 year.

➤ Kutaisi Men's Classical Gymnasium has a long history. It had eight classes. The teaching language was in Russian. Numerous well-known person and public figures were grown-up by the Classical Gymnasium, among them were: Akaki Tsereteli, Giorgi Tsereteli, Niko Nikoladze, Sergi Meskhi, Ektime Takaisvili, Niko Mari, Akaki Sharidze, Joseph Otskheli, Dimitri Uznadze, Tician Tabidze, Paolo Iashvili, Niko Lortkipanidze, Leo Kiacheli, Akaki Khorava and many others.

➤ The Real College was founded in 1897 and focused mainly on labor education. The college had 7 classes and the teaching was in Russian language. Mainly particular attention was on Natural Sciences and Mathematics.

➤ In 1908 private college was opened in Kutaisi, called as "Mkurnali Gymnasium" (Constantine Mkurnali's private boys' gymnasium). The teaching was according to the program of classic gymnasium. In Konstantine Mkurnali's college were working Dimitri Uznadze, Tripion Jafaridze, Gigo Natadze, Jaju Jorhikia, Leo Antadze and etc.

➤ In 1915 under the leadership of Commercial Literacy Committee boys' Commercial College was opened in Kutaisi. Its goal was to give the students general and commercial secondary education. Commercial institutions were directly subordinated to the Ministry of trade and industry. Duration of studying was determined with 8 years.

➤ The Society promoting literacy among Georgian opened preparing noble school on 3rd February 1880. In 1884 Georgian school in old Senaki was opened. On October 27, 1885 the college has continued existing in the new building. On

23rd March 1881 Batumi School was opened. At this school Georgian Muslims should be educated and the school should become the strengthening one of Georgian Culture among Georgian Muslims, but because of several reasons school was not able to reach its goals fully, that's why task of school cancelling was discussed several times. Batumi School was still continuing its existence, Iv. Machabeli said: "Batumi School is the institution, whose contribution shouldn't be measured with money".

➤ In Caucasus schools spreading Orthodox Christianity in West Georgia were in: Oqumi, Dikhazurga, Gudava, Sabedio, Saberio, Likhny, Ochamchire, Gup, New Athon and Chilov. In 1863, In Sokhumi Mountaineers School was opened with a Boarding school.

➤ West Georgia teaching seminary was founded in 1881, which was called "teaching seminary of Kutaisi province (the town of Khoni). Duration was defined with 3-4 years. In 1905 4th class was opened, too. Teaching in Seminary was in Russian language. In seminary there was a primary school, which consisted of three sections and the finishing the basic role of the school. One of the main subjects of seminary was pedagogics. As usual the director or master teachers were teaching this subject. Its teaching was starting in 2nd and ending in 3rd class.

➤ Nikoloz Janashia has an honorable role in foundation of Sokhumi teaching Seminary (founded in 1915). On the basis of Teachers' Seminary nationalization provision teaching the subjects were in their native language.

➤ For the ending of XIX and beginning of XX century, upbringing theory was very important, in particular problems of moral upbringing (I. Tchavchavadze, I. Gogebashvili, A. Chichinadze, Mikh. Zandukeli, Iv. Rostomashvili etc.) The problem of harmonious development (I. Gogebashvili, L. Botsvadze, D. Uznadze and others.), Aesthetic upbringing (D. Uznadze, Mikh. Zandukeli, I. Chavchavadze, Iv. Rostomashvili etc.), Labor upbringing problems (L. Botsvadze, N. Mitsishvili, A. Chichinadze, D. Uznadze and others.), physical education problems (G. Ioseliani, D. Uznadze, Al. Naneishvili, I. Chavchavadze, Ak. Tsereteli, L. Botsvadze etc.), the patriotic upbringing (I. Gogebashvili, I. Kipshidze, I. Tchavchavadze and etc) "Free education" theory, whose adherents in Georgia was L. Botsvadze and etc.

➤ For the ending of XIX and beginning of XX century Georgian enlighteners views, connected the teaching issues in native language were very important. (Ilia Chavchavadze, Jacob Gogebashvili, Akaki Tsereteli, Sergi Meskhi, Niko Nikoladze, etc.).

➤ Family upbringing, relationships between school and family had a prominent place in pedagogical problems (Al. Mikaberidze, Sh. Chitadze, G. Gaprinnashvili, etc.). The enlighteners, especially paid attention to the mother's role in the expansion of children's activities and requested proper preparation of women for this.

➤ The problems of training and professional development of teachers had also a great place. One of the main concerns of Georgian enlighteners was civil and

material rights of teachers. All enlighteners, publicist and public school teachers reflected these concerns. The schools do not meet the requirements of teaching. Learning and training process was ignored both: national or the child's age characteristic.

➤ From sixties of XIX century, foundation of Sunday schools was started in Georgia and Russia. Goals of such kind schools were to give elementary education, at first to spread reading, writing and counting skills in youth out of schools. Society and Georgian Intelligence paid particular attention for education out of classes. There were several types of such kind education. It should be noted "Reading circles" and Literacy gatherings. They were reading the abstracts connected scientific literature and different topics. Also they were reading and discussing some fiction books.

➤ At the end of XIX and at the beginning of XX centuries, in Western Georgia were such great Georgian enlighteners as: Bishop Gabriel, Luarsab Botsvadze, Dimitri Uznadze, Joseph Otskheli and many others. Who preached love of country, promoted youth to protect Georgian language, tried to bring them up with patriotic spirit and fought against Russian policy. They put great emphasis on acquiring knowledge and opposed against ignorance. They put moral, intellectual, physical education and labor in the foreground. They gave a great importance of women's role in society and the issue of their education, talked about teachers' role, commitments and obligations.

➤ The Society promoting literacy among Georgia made cultural and educational activities under their goals. The aims of society were to open Georgian Schools, teaching in native language and publishing the books written in Georgian language. They were fighting for "all for Georgians". One of the most important goals of society was opening of schools. First school, which was opened by the Society promoting literacy, was Kutaisi Noble School. Children of low classes had also had the right to study at these schools with the children of nobles. The Society promoting literacy was not only opening their own schools, but also was helping to other schools in their improvement. The Society promoting literacy was also helping parish and Sunday's schools, it also delivery none paid books. One of the most important goals was also to publish and spread Georgian books, but it was too difficult, so the council was trying to print translated stories.

➤ The administration of the Society promoting literacy laid the foundation for the museum's antiquities collection. Collecting historical and archaeological items and signs of numismatics.

In the first paragraph of chapter two, primary school types are discussed that existed at the ending of XIX and beginning of XX centuries are considered, also each subject of Georgian primary school are characterized. Mentioned contingent of particular educational institutions and discussed hourly schedule. Scientific analysis of the strengths and weaknesses of the primary education system is done. In the second half of XIX century Georgian Intelligence has been trying to eliminate the gaps in primary education, because it did not meet the people's

demands and needs. These issues were the focus of public attention. For majority of people primary education was one of the significant problems. In this period the Georgian peasant, even though he was not educated himself, understood the value of education-educated generation, as more powerful force in the community.

At the end of XIX and at the beginning of XX centuries the main problem in Western Georgia was still a sufficient number of primary schools. Except one or two year schools, there was also the chain of lower or higher institutions. This included the municipal schools, which previously were the district schools, and in 1872 were transformed into the local college, which then was transformed into a high-primary education school. City schools had six, four, three classes. It was impossible to move from city school to high one. City schools were preparing low-ranking officials, Post Office workers, and low-ranked employees of various institutions. At some municipal educational institutions were existed as well as professional and pedagogical classes. The number of pupils in urban schools was very high and it has a growing character. Teaching in City schools was paid.

Addition to private schools, there also were a short-term preparation courses, mostly during the summer period, that prepared students for middle and municipal institutions, also for the extraction exams for right of teaching.

At the second paragraph of this chapter, there are discussed types of secondary education, teaching programs. Secondary education includes gymnasiums. Gymnasium was recognized as two types: classical with two old languages (Latin and Greek) and real without old languages. Both gymnasiums had 7 year teaching period. Pro-gymnasiums were incomplete secondary schools with 4 years teaching course after which the students could continue their studies in the fifth grade gymnasium. As for the real and the semi-classical gymnasium, their rights were equal to the rights of classical Gymnasium. The problems around secondary school are considered in this paragraph. One of these is that the secondary schools mainly existed in Tbilisi and Kutaisi, which made difficulties for rural youth to get education. Secondary schools were overcrowded; so many students remained outside them.

Among the secondary schools the best equipped was teaching institute and seminary work. Secondary schools were well-stocked with a guide book, which was officially sanctioned as texts for extracurricular reading books. Textbooks which were once approved remaining without significant changes for a long time. The curriculum of secondary schools did not meet the requirements of life and was much lower than the level of development of modern science and culture.

Profession education is discussed in the 3rd paragraph, which was supported by leading Intelligence, particular schools are mentioned, where pupils had access to get professional education, and there is also discussed its work. The rapid development of capitalism made it necessary to expand production. Because Georgia was still remaining as a large agrarian country with a population of agro-technical and agricultural knowledge dissemination, it is noteworthy that all

the Vocational School in Georgia, just prepared only the low-skilled staff. There were no centers created for preparation of Semi-skilled technicians. Staff for many other branches of industry has not been prepared anywhere. At the same time this entire branch of industry was rapidly growing up. According to the Vocational education curriculum pupils were given just only practical preparation, when the development of technique required theoretical preparation and even general education. From the beginning of XX century Georgia's current conditions demanded agricultural education progress, which should be followed with creation of low, middle and high agricultural education institutions. But unfortunately it did not happen, only one type of agricultural led and five types of low agricultural school were opened. Problem of professional staff was still on agenda.

As for pedagogical education, the case here was too unattractive, because the preparation of teachers was considered as second-rate work. The paragraph discusses the institutions where the teachers training was held and how they work, also the rules and stages how to become a teacher and etc.

In fourth paragraph there is considered the struggle for higher education, which is centuries old. For many years, Russian Government had less attention on this Georgian's wish and also tried a lot to effort this process. Despite the fact that from time to time, request letters of higher education establishment, both the public and officials appeared in press, this case was not out the theoretical requirements. The Russian government did not want to open a high school in Georgia. The paragraph shows the attitude of Georgian Intelligence and the promotion of higher education, which they attach great importance. Georgian press has a great merit in this case. There were frequent disputes as to what should have been a type of higher education institution: University or Polytechnic Institute. In this paragraph women's education is also considered. For the end of the eighties of the nineteenth century, for women the door of University was closed. Some enthusiasts even traveled to Europe, and there received the university education. There are also emphasizes the difficulties faced by the students of higher education in Russia, including not enough seats and the lack of material resources. One major reason is that some students due to the harsh climate there had serious health problems. We are talking about the opening of Tbilisi State University, which opened in 1918. Despite of Georgian communities hard try, because of non-suitable material-technical base, lack of money resources, made hard to promote normal activities in newly founded university. But with hard work and try of Rector and administration, transform Tbilisi State University into first educational and scientific center, in which grew up many valuable generations, who served the development of scientists and society. This process continues till today and will continue in the future.

Dissertation ends with general conclusions.

➤ At the beginning of XX centuries the most common type of primary school in western Georgia were one class religious schools of Ministry of Education. Two year schools were two kinds: normal and ordinary. There were also lower

type city schools. This included the municipal schools, which previously was the district schools and it prepared low-ranking officials, Post Office workers, employees of various institutions. At some city schools were also professional and educational classes as well. Parish school had a great part in elementary and other types of institutional network.

➤ There were two types of gymnasiums: Classic with two ancient languages (Latin and Greek) and real, without ancient languages. The charter allowed also classic gymnasium with one ancient language (with Latin). As a main type of secondary school classic gymnasium was recognized. Teaching in both type gymnasiums was with 7 year duration. Pro-gymnasiums had 4 years courses.

➤ While the primary education network was increasing faster, the secondary education speed was too slow. The progressive society systematically published critical letters about gymnasium education in press. Particular criticism was on heard learning of ancient languages.

➤ There were two types' women gymnasiums: of Ministry and Queen Mary. Teaching curriculums and programs were not much different from each another. Women's Gymnasium had a seven-year basic course and the eighth additional pedagogical classes. Additional classes of Women's Gymnasium were intended for preparation of teachers of primary schools.

➤ Real schools had 6 classes, each for one year teaching duration, also there were preparation classes, and the main section could be added with one more class, which would prepare students to enter the higher education institutions.

➤ The beginning of 20th century's west Georgia is observed by the diversity of professional education like Batumi Boys Craft School (opened in 1889). Teaching was with 3 years duration. At Batumi school pupils were studying theoretical issues with practical ones. To promote and encourage professional education, there were also exhibitions. In many schools preparing pupils went well. Also training-methodical courses were organized for industrial school teachers.

➤ Kutaisi agricultural school was opened in 1893 and was transformed into secondary school at the beginning of nineties. School had a wide-profile. Students mastered in knowledge of fields, animal husbandry, as well as in silk-making. Especially its notable schools of Ozurgeti, Lechkhumi and Zugdidi. In 1898 silk workshop factory was opened at women school in Didjikhaisi.

➤ Women's professional education network was gradually developing in Western Georgia. In 1896 sewing and embroidery school was founded by Ketevan Kordzala in Kutaisi. Teaching was in Georgian and pupils got general education with practical knowledge. In 1899 women's private sewing school was founded in Poti by Notio Lolua, were young generation of women got education in: sewing, knitting, embroidery, painting, and drawing. According to circumstance in 1916, there were 24 school and educational institution in Georgia.

➤ There were railway primary schools, which were opened by the railway division. The aim of this school was to give education to youth, who were

interested in working in railway system. Such kind schools have been opened in Georgia. In particular, in Tbilisi-1878, in Khashuri and in Samtredia-1893, in Batumi-1897 etc. For 1900 year to the railway main line was added Chiatura, Tkibuli, Borjomi and Kutaisi branches.

➤ Among profession schools its notable Poti naval school, founded in 1880, which was preparing navigators and shipmasters. Such kind school was opened in Batumi too in 1898, except of these schools for 1901, in Western Georgia there were naval school in Poti and 4 low type agricultural schools.

➤ Secondary schools in addition to its direct purpose conferred the status of teachers. On the basis of exams in gymnasiums, the people passed them where conferred with the teachers' status. For being secondary school teacher it was enough to pass fully exams fully or partly exams. Full tests were conducted for the people who had graduated the gymnasium and several university courses, as well as those who had graduated the university, but not the faculty, which was related to the subject for teaching in the future; partly examinations were conducted to people, who had graduated full course of university. Tests were carried out in written and oral form.

➤ At the end of XIX century sixties, for Armenians were massively opened the Armenian-Gregorian Public and parochial schools, while for Azerbaijanis Muslim schools, where the teaching was conducted of their native language.

➤ A great event for Georgian education history was the establishment of the Tbilisi State University on 26 January 1918, which was the starter in upbringing of national staff in Georgia. But all these were preceded by the fact that in 1917, 17 May Ivane Javakishvili read the report of the necessity of higher educational establishment in Georgia and mentioned that it was necessary to establish Georgian University, where Georgian scientists and teachers would be grown.

➤ From the teaching theories of this period in western Georgia, must be underlined "Free education" theory, which is derived from Jean-Jacques Rousseau. It protected idea of natural rearing; however he did not deny the leading role of the teacher. In Georgia "free education" theory was advocated by Luarsab Botsvadze. Vision of Luarsab Botsvadze is still relevant for educational area, as well as a century ago, because a pupil-as a person is pushed to the foreground. According to Luarsab Botsvadze in the case of "Free education" special attention should be paid to students' feelings, their amateur and creative skills.

➤ Labor school was based on Georg Kershenshtainer theory on civic upbringing. His labor school gives minimum subjects of general education, which are necessary to prepare qualified worker. These principles are based on views of Mariam Kaukhchishvili, who in her private gymnasium, influenced with the ideas of kershenshtainer and according to her own views introduced labor principles; she also organized a sewing work-shop at her school.

➤ Experimental pedagogy formed in XX century. Experimental pedagogy theorists in practice are using acceptable methods, such as observation, a natural experiment; study the teaching process, etc. By the help of them a lot of

problems were solved in pedagogy. Experimental Pedagogy was laid foundation by D. Uznadze. At the beginning of XX century he published the works such as: "The objectives of education", "education major tragedy and experimental pedagogy" and "Introduction of Experimental Pedagogy". For the beginning of XX century Dimitri Uznadze was the first, who raised the issue of knowledge assessment quite differently. He tried to introduce an unmarked system of evaluation, whose implementation started from the women school of society of "light" and added that the result was that weak contingent of school has significantly improved. According to D. Uznadze's view, the main thing was not to assess what the student knows, but what he does not, because, he thinks that when pupil knows what he doesn't know, he should try to reach for all he has to know.

The main results of the dissertation are published in the following scientific publications:

1. The educational centers in the end XIX century and in early XX century in western Georgia. (part I). Georgian foundation for development of Sciences and society international scientific journal "Intelecti". N3(53).Tbilisi. 2015.Pg.31-34.
2. Georgian pedagogical sense in late XIX century and in early XX century. Georgian foundation for development of Sciences and society international scientific journal "Intelecti". 2015. N2(52). Pg.39-42.
3. The Georgian Enlighteners pedagogical ideas in the 90s of the XIX century in west Georgia. Georgian foundation for development of Sciences and society international scientific journal "Intelecti". N2(52). Tbilisi. 2015.Pg.36-38.
4. Primary education on west Georgia in late XIX century and in early XX century. Georgian foundation for development of Sciences and society international scientific journal "Intelecti". N1(51). Tbilisi. 2015.Pg.37-40.
5. Tsarism educational policy in Georgia. Georgian foundation for development of Sciences and society international scientific journal "Intelecti". N1(51). Tbilisi. 2015.Pg.33-36.
6. The early XX century's Georgian Enlighteners pedagogical ideas and modernity. Georgian foundation for development of Sciences and society international scientific journal "Intelecti". N2(55). Tbilisi. 2016. Pg.30-33.
7. The educational centers in the end XIX century and in early XX century in western Georgia. (part II). Georgian foundation for development of Sciences and society international scientific journal "Intelecti". N2(55).Tbilisi.2016. Pg.26-29.