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**FOREIGN LANGUAGE STUDY IN ESTABLISHMENTS OF REAL
EDUCATION OF KYIV
EDUCATIONAL DISTRICT (SECOND HALF OF THE 19TH –
THE BEGINNING OF THE 20TH CENTURIES)**

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The article concerns foreign language study in various establishments of real education in the second half of the 19th – first half of the 20th Centuries, the particularities of educational content and methodology in comparison with public schools are discussed. The author proves that foreign language study in the establishments of real education differed from the study in public schools not only in number of hours, but in developed skills, educational methodology, training speaking and writing skills, and use of educational material for this purpose.

Key words: classical languages, real gymnasium, real schule, commercial education.

The second half of the 19th century in the Russian Empire was characterized by the tremendous up growth of industry and trade, which caused a demand in professional training of specialists in the branch of record keeping and commerce. Traditional gymnasium education was liberal itself and did not ensure the graduates with the skills needed for practical experience in industry or commerce. That is why in order to satisfy new demands of society the actual educational task of the second half of the 19th century became a setting up of establishments of real education. One of the peculiarities of these educational institutions was a tendency for practical mastering the languages, widely used in the interstate communication such as German, French, English; that was apart from classical gymnasiums where the ancient languages of already inexistent states such as Latin and ancient Greek were of primary importance. Since then professionally oriented studying of foreign languages

has been an actual task of teaching specialization as in the secondary, so as in the high school. The knowledge about historical background of professionally oriented foreign language education is an important component of today's state of secondary and higher education.

Analysis of literature and contemporary theses of Ukrainian and Russian authors dedicated to the analysis of the national foreign language education history indicates that their authors' attention was mostly attracted by the different aspects of traditional gymnasium education (N. Borisova, A. Bulkin, M. Vetchinova, A. Dolapcha, V. Karpova, B. Labins'ka, S. Maksymova, O. Myrolyubov, O. Mysechko, O. Popova) or other historical periods (I. Mozgova). And in research of the activity of real and commercial colleges in Ukraine (V. Postolatiy, G. Bondarenko) the teaching of foreign languages was just superficially mentioned there. Thus, the subject of historical development of foreign language education in the secondary establishments of the real education still does not have a proper coverage neither in the general context of Ukrainian state history, nor in the regional space.

That is why the objective of this article is to set forth in condensed form the peculiarities of educational content and methodology in various types of secondary establishments of real education on the territory of Ukraine as apart of the Russian Empire in the second half of the 19th – first half of the 20th century.

The idea of real education in the Russian Empire was formed in the end of the 18th century and spread in 19th and the beginning of 20th century. The notion of “real education”, that entered into pedagogical circulation started to have been considered as the foundation of the life training and immediate inclusion in the practical activity. It penetrated even into the sphere of traditional gymnasium education. So, the first mentions concerning the ability to obtain real education in gymnasiums refer to the year 1836, when the first resolution about the allowance “in gymnasiums and district colleges of those towns where there are no universities and local conditions require foundation of real college departments, adjusted to the main need of that area directing them to manufacture industry or trade” was carried [9, p. 488]. In 1839

under the pressure of increasing economic needs of the country, in the Russian Empire the provision about real classes was affirmed, according to which in big industrial cities in classical gymnasiums real classes started to open, the educational content in which acquired practical direction [8, p. 274]. Such classes were organized in the higher gymnasium classes (starting from 4th), that promoted gradual separation of gymnasium's education real direction. In the real classes of gymnasium it was recognized as necessary to intensify the teaching of new languages (French and German), as it was expected, that practical specialists would be more highly qualified, being skilled at those foreign languages by means of which they would have to communicate with their foreign colleagues.

Supporters of the real direction in gymnasium education were violent opponents of learning classical languages. They claimed, that teaching of these languages "is dry in its style and oppresses the desire to study in students" and it is not useful for the life; that it is possible to get acquainted with works of the eminent figures of the past in translations, not wasting time and efforts on reading them. Moreover, they spoke about the impossibility to master classical languages properly, and that is why they pointed at purposelessness of wasting school hours' time on their learning(Latin, in particular). In addition to that, expediency and reasonableness of learning new languages were emphasized [3].

Regardless of the short term of holding a post of curator (trustee) of Kyiv educational district (1858-1861), an undeniable part in setting balance between the significance of classical and real education in the secondary school played an outstanding doctor and teacher M. Pyrogov. Due to his support, the first Russian congress of researchers and teachers of science was assembled in Kyiv (1861) that was important for elaboration of the real educational content.

As we know, as a result of adoption of the new Statute about gymnasiums in the Russian Empire in 1864, in addition to classical philological gymnasiums, real 8-year gymnasiums started to open, which generally prepared for entering into high special educational institutions. According to that statute, classical and real gymnasiums differed in subjects, that provided general education, and in objectives

of teaching. A well-known pre-revolutionary historian of education I. Alyoshyntsev emphasized, that new gymnasiums statute did not solve the problem of the unitary (classical or real) type of secondary education, it strengthened its character's dualism instead, "let life solve it (the problem) that way or the other" [1, p. 252]. Natural and math sciences and new languages – German and French – dominated in the content of teaching in real gymnasiums.

Teaching new languages at that time was realized in accordance with the example of ancient languages teaching – with the help of interpretation methods:

- grammar-translating, either synthetical or the constructive (in the basis of the language teaching were laid grammar rules, that were supposed to be learnt by heart, after studying grammar aspects the texts were processed and the learning of the lexis happened without taking into consideration polysemantic words and their contextual meaning by means of memorizing the translation of an isolated word or phrase; the main methodical approach aimed at the language material better mastering was mechanic memorizing, but oral speaking wasn't surmised at all);

- textual-translating or analytical, lexis-translating method (in the basis of teaching was laid a coherent text, its translation from foreign language into the native one and notional/lexical analysis with the elements of comparison of the new language cases with already familiar ones; the grammar was being studied beyond the system, by means of inductive method; the main methodical approach aimed at the language material learning was lexical analysis of the text and its mechanic memorizing; oral speaking wasn't surmised).

Supporters of the real education in the Russian Empire and in Europe, pointing at the necessity of practical direction of teaching new foreign languages, demanded that studying grammar was "merely the matter of minor importance". According to them, "language studies without practical leaning – are absurd" and so language speaking must be taught [5, p. 3 – 4]. However, foreign speech teaching technique of that time was not adapted for the realization of practical objectives of languages mastering.

According to S. Siropolk's statements, after the attempt of D. Karakozov upon Alexander's II life (1866) tsarist government considered the real direction of science and education to be a source of revolutionary spirits among the youth and so decided to carry out "the recovery of the youth" by means of "concentration on studying of a few remote from life subjects", to which first of all, belonged classical languages and mathematics, that is in order to facilitate state control over world-view formation and moral upbringing of students [10, p. 305 – 306]. In other words, real sciences were not recognized to have a general educational importance, and the real gymnasiums were proclaimed to be an educational mistake.

According to the real colleges Statute adopted on the 15th of May, 1872 and provision of the curator of Kyiv educational district (1872), former real gymnasiums of the district were turned into real colleges. They comprised of 6 forms, but also could have seventh additional form, that gave their graduates the right to enter higher technical institutions; 5th and 6th forms were divided into two departments – basic and commercial. School subjects in five forms of the real colleges remained the same (except for introduction of record keeping and book keeping in commercial departments), as in real gymnasiums, that is to say, new languages were studied there [6].

Teaching of the new languages in the real colleges during the 70's – 80's of the 19th century, as in the classical gymnasiums was realized on the basis of translation methods. Thus, taking into consideration the results of the new languages' final written exams of the 6th forms' students of the real colleges of Kyiv educational district in 1882 – 1884, we find out that these works were a translation of the text [7, sheets 60 – 62]. The graduates of the commercial departments wrote a commercial letter as a written exam. Comparing the demands, which were made by the authorities of Kyiv educational district to the basic and commercial departments of the real colleges, we can make a conclusion, that before the students' of the commercial departments mastering of the new languages the demands were higher, than in the basic departments. It is indicated by the fact that when in February 1885 the board of Trustees of the district discussed a problem of the written exams' importance rise in

gymnasiums and real colleges, it was the students of commercial departments for whom the decree of the public education minister of 28 April 1881 about the non-admission to the oral exam for those students who got two unsatisfactory marks in new languages' written exam was remained valid [7, sheets 142 – 145].

In 1888 alongside with the revision of curriculums and syllabuses of real colleges the fundamental changes also happened in the new languages' teaching technique – it was given more distinct practical direction. Particularly, in the new curriculums (1889) a practical (inductive) method of teaching was recommended, that was taken as “radical change in the field of foreign language teaching” [4]. Inductive method required the skills to deduce grammar rules from observations on live speech, in other words the knowledge of the rule was considered to be less important, than the feeling of its right usage. It was totally different from the previous curriculums, in which grammar rule was the starting point of teaching. In the explanatory note to curriculums it was stated that: “In the first two classes the teaching of the new languages must have the character of methodical studying of the language ...Parts of grammar must be done not in the system order but in that succession, which is defined by the practical considerations, phrase characteristics and coherent text, that is studied” [11].

After real colleges accumulated certain experience in teaching by means of new curriculums in 1895 the next revision of distribution and syllabuses of subjects, including new languages, which purposed to bring about new improvements into teaching [8, p. 645]. The main attention in the foreign language education was paid to learning lexis and practical use of knowledge. And in the new curriculum of 1901, recommended by the ministry for primary forms of the real colleges an introduction of the natural method was first mentioned.

An active introduction of the natural method of teaching new languages in the establishments of real education advantageously distinguished foreign language education in them from the classical gymnasiums, where the translational methods were still dominating, though from the beginning of the 20th century grammar

studying started to lose its leading hand and was totally changed for reading belles-lettres in the gymnasium higher forms.

Among the pioneers of new methodic in the Russian Empire Kyiv teachers were also present. Thus, one of the first teachers who came out for promotion of the reorganization of the foreign language teaching in 1901 – 1902 was a teacher of German in Kyiv real and commercial colleges P. Ney. From his description of the new languages teaching technique, published in a separate book in Kyiv in 1902 [5], we find out that natural method of teaching languages he called “visually-practical” and highlighted its main advantages: 1) students constantly heard foreign language, that “penetrated into students through all pores”; 2) foreign word was in immediate connection with an object itself, quality or action, shown to a student, that found a lot more associations in his mind and therefore was learnt much more easily; 3) grammar rules grouping around foreign language text considerably promoted conscientious perception of grammar, than cramming of grammar rules; 4) demonstrative method of language study developed specific concepts in students, while translation created “vague”, and often even “erroneous” concepts; 5) demonstrative method’s practical exercises prepared students for reading coherent texts and whole literary works much better and faster, than translations; 6) practically demonstrational method induced teachers to work on the lesson with the whole class, and not with individual students in a form of tutoring [5, p. 38 – 39].

Conditions of the industrial development in the 90’s of the 19th century brought about to rapid separation of the commercial education departments out of the real colleges’ context and setting up independent educational establishments of commercial direction (commercial colleges). On the initiative and at the expense of industrial and trade bourgeoisie in various cities of Russia commercial colleges were opened. On the donations of philanthropists well-equipped buildings of commercial colleges were erected, physical and natural sciences offices were fitted out. Special attention was paid to the studies of new languages, required for management of commercial operations.

In 1894 commercial colleges went over to Ministry of Finance office, which initiated an adoption of Provision on commercial educational establishments in April 1896. This document stated the main principles of content and character of commercial education and remained valid till 1917. Foreign language study in the commercial colleges was realized by the help of progressive natural (or it was also called “practical”) method, the usage of which did not rely upon individual initiative of teachers, but it was declared as a general rule. On the basis of our study of published and archive documents, we can claim, that introduction of the natural method into new languages teaching in commercial colleges of Kyiv educational district was set up even earlier, than in the real colleges.

On the example of Kyiv Natanson’s commercial college it was shown that, in accordance with the natural method, foreign languages teaching in the preparatory form of the college started from studying alphabet, writing letters and pronunciation exercises. In the first two forms correct pronunciation and expressive reading was being worked on the prose and verse material; oral speech teaching was actual in a form of talk using thematic pictures. Material for free talks and learning of the lexis in the primary forms were topics, connected with surrounding life of students [2, sheets 91 – 92, 137].

After oral training they passed on to writing exercises. Teachers totally refused from translations in written works, and proposed students by the blackboard or over the desk in a written form to answer the questions on the contents of studied text, copy texts from the book, write dictation on the base of paraphrased learned texts or simple renderings of the studied material. Grammar was learnt by means of doing practical exercises after the text [2, sheet 91 – 92, 138].

Teaching of the management of commercial correspondence with the help of foreign languages in the 6th form included learning the general knowledge about the meaning of correspondence, arrangement and statement of business letters material, peculiarities of commercial style, dating, copying letters, registration books management, archive compiling. In the 7th form students were compiling letters

concerning those commercial situations, which were discussed while studying commercial and bank accounting [2, sheets 102, 150].

Thus, analysis of foreign language study in establishments of real education of Kyiv educational district proved that practical character of training in these establishments helped to spread mastering of foreign languages among educated youth and created favorable ground for embodiment and development of new methodical ideas in the native foreign language education. Foreign language study there differed from classical gymnasiums not only in number of hours, but also in the character of formed skills, work at these skills, especially oral and written speech skills, and usage of teaching methods for their formation.

It is due to commercial departments of real colleges, and later commercial colleges that a distinct direction of foreign language education development – professionally oriented teaching of foreign languages was separated.

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Хмелівська С. І.

Вивчення іноземних мов у закладах реальної освіти Київської учбової округи (др. пол. XIX – поч. XX ст.)

У статті висвітлено розвиток вивчення іноземних мов у різних типах закладів реальної освіти у другій половині XIX – на початку XX ст., показано особливості змісту й методики їх викладання, порівняно з класичними гімназіями. Автор доводить, що вивчення іноземних мов у них відрізнялося від класичних гімназій не тільки за обсягом годин, але й за характером умінь, що формувалися, методикою роботи над цими уміннями, особливо уміннями усного і письмового мовлення, і використанням навчальних засобів для їх формування.

Ключові слова: класичні мови, нові мови, класична гімназія, реальна гімназія, реальне училище, комерційне училище.

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Изучение иностранных языков в учреждениях реального образования Киевского учебного округа (втор. пол. XIX – нач. XX в.)

В статье освещено развитие изучения иностранных языков в различных типах учреждений реального образования во второй половине XIX – начале XX в., показаны особенности содержания и методики их преподавания, по сравнению с классическими гимназиями. Автор доказывает, что изучение иностранных языков в них отличалось от классических гимназий не только по объему часов, но и по характеру умений, которые формировались, методикой работы над этими умениями, особенно умениями устной и письменной речи, и использованием учебных средств для их формирования.

Ключевые слова: классические языки, новые языки, классическая гимназия, реальная гимназия, реальное училище, коммерческое училище.

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