
Teaching of Asian Languages

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Abstract:

The article presents the main stages and directions of East education and science establishment and development in Kazan during the nineteenth and early twentieth centuries. They showed the role of the Kazan Gymnasium in the environment development for the training of experts in Eastern languages and their relevance in the academic environment of Russia during the 18th - 19th centuries.

An important reason for the authority of the Kazan school on Oriental studies was the attention to the classical component and the priority of Oriental language practical study. The activities of the First Kazan Men's Gymnasium, opened in 1758, became the most important for the training of oriental personnel for the needs of the Ministry of Education, the Asian Department of the Ministry of Foreign Affairs and other Russian educational and scientific centers of the empire.

The origins of Russian oriental studies were represented by the educational programs of the First Kazan Gymnasium associated with the Eastern languages, which became the basis for the research and humanistic traditions of Russian Oriental studies.

Keywords: History, Russia, East, Centers of Oriental Studies in Russia, Oriental Studies at Kazan University, Orientalists.

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1. Introduction

The second half of the XVIIIth - the first decades of the XXth century are associated with the development of the main trends, the stages and the features of the Russian system of academic and university oriental studies, applied, research and ideological concepts development, the principles and ideas in the activities of key centers and the orientalists of the Russian Empire and the Soviet Union. The studies of Russian orientalists had a wide regional, chronological and problematic range. In many respects the origins of the international authority of the Russian school and the centers of oriental studies related to the studies of the classical cycle.

Two main institutional tendencies and principles are traced in Russian Oriental studies - the teaching and learning of a wide range of Asian languages and traditionally regional studies, and problem-thematic ones. Russian traditions of the main oriental language teaching, the source study and historical and philological trend served as the basis for classical academic and university oriental studies in Russia during the nineteenth and early twentieth centuries. Russian oriental studies were multinational ones. In general, the program of university studies included the phenomenon of Eastern civilization, state power and institutions of government, popular movements, the history of religions and spiritual systems, the interaction of societies and cultures of Russia-East-West. The phenomenon of academic and university oriental studies in Russia can be studied in many ways within the context of the geopolitical and historical and cultural structure "Russia-East-West".

In the second half of the XVIIIth - early XXth centuries the main stages and turning points of social and institutional development of orientalism and the orientalism in Russia and the contribution of Eastern (Tatar, Arab, Azerbaijani, Kazakh, Armenian, etc.) and European (German, French, Polish, etc.) scientists and teachers to their development are singled out.

2. Materials and Methods

Modern Russian and foreign oriental historiography of oriental studies history in Kazan and in Russia in general includes many new original creative works based on various sources and imbued with research assessments, new approaches and ideas (Kim and Shastitko, 1990; Vigasin *et al.*, 1997; Valeev, 1998; Van der Schimmelpenninck, 2010; Kemper, 2011; Tolz, 2011; Geraci, 2001). Summarizing the results and the trends of national historiography to the turn of the twentieth and twenty-first centuries the problems of the history of Russian oriental studies, including the Kazan center of Oriental studies, it is necessary to formulate the following main conclusions.

One of the most important and relevant issue is the historiographical, source-study and historical-scientific analysis of the works on the history of oriental studies in Russia during the 19th and 20th centuries. The emergence and development of a new

scientific trend - the historiography and the source study of Russian oriental studies history is an important scientific and cultural event.

Unfortunately, an extensive literature on the history of native oriental studies of the XVIII - XX centuries does not allow us to reconstruct the picture of the professionalization deepening concerning pedagogical and research activities of Oriental scholars, the development of this unique community, the institutionalization and the genesis of various forms of Oriental studies and oriental science in Russia. Kazan and Kazan University are the cradle of Eurasian science and education. During the XIX-XX centuries the scientific and educational schools and trends of international recognition were formed and developed here. Especially in the XIX - early XX centuries Kazan as the meeting place and the meeting place of two worlds - western and eastern one (Herzen, 1863) became the center of Russian and world oriental studies. The knowledge and science of the East were an organic part of Eurasian humanitarian research in Russia (Geraci, 2001).

In the XVIII - early XX centuries Russia was developing the system of oriental studies organization; the scientific and philosophical principles of the research work of orientalist-academic scientists and practitioners were developed here. The knowledge and the science of the East was an organic part of domestic humanitarian research. In the XIXth century Oriental knowledge acquires a truly scientific character. The origin of oriental studies in Russia was primarily conditioned by state interests and public needs. In the genesis of Russian oriental studies, the scientific trend of Asian states and peoples study, a kind of scientific revolution took place at the end of the 18th century and the first half of the 19th century.

In this process, an important role was played by Russian universities. In the second half of the XIX - early XX centuries the development of philological and historical thought in Oriental studies, new methods and the methods of research became more active. The scientific and social significance of Russian oriental studies, its level was determined by the accumulation of objective knowledge about the peoples and the countries of the East and the interest of the state and society in their comprehension. In the XIXth - early XXth century they were developing the scientific classical oriental studies connected with the Eastern languages, literature and historical monuments, the ancient and medieval history and culture of the peoples of the foreign East, the Asian territory and the peoples of the Russian Empire. Russian oriental studies were based on various foreign policy, trade, economic, scientific and cultural ties with the countries of the East, the large-scale tasks of social-cultural development of the East of Russia, European oriental education and science, and, original national scientific schools and cultures of the Eastern peoples of Russia (Kim and Shastitko, 1990; Vigasin *et al.*, 1997; Valeev, 1998; Van der Schimmelpenninck, 2008).

3. Results and Discussion

The origins of the official teaching of Oriental languages in Kazan are connected first with the First Kazan Gymnasium. Since 1769 the teachers of the Tatar language were well-known educators Sagit Khalfin, Iskhak Khalfin and Ibrahim Khalfin for many years (Mazitova, 1972; Mikhailova, 1991; Jones, 2005). The first Kazan gymnasium became a major secular educational institution in Russia, where several oriental languages were taught. It was the educational and pedagogical base of the formation and the development of Kazan University oriental studies in the first half of the XIXth century.

The study of oriental languages at this gymnasium is closely connected with the formation of regular teaching system of Asian languages in general secular and spiritual schools of the Russian Empire. In the 70-90's of the XVIIIth century the teaching of the Tatar language at the First Kazan Gymnasium did not differ from other general educational institutions in Russia, where they studied oriental languages (Valeev, 1998; Graham, 1993). During the first half of the XIXth century, many Russian gymnasiums and schools, except for the First Kazan Gymnasium, had almost the same situation with the teaching of oriental languages.

The following significant periods and milestones are distinguished in the history of Eastern languages teaching at the First Kazan Gymnasium and its development: the period until 1836; the 40-ies of the XIXth century and 1854-1855, when the Ministry of Public Education took official measures to close the eastern branch of the First Kazan Gymnasium and the school of the eastern literature at the Imperial Kazan University.

In the 20-ies - the first half of the 30-ies of the XIXth century the First Kazan Gymnasium develops the system of Asian language teaching - Arabic, Persian, Tatar, Mongolian - with the aim of translator and teacher preparation for the state needs of the empire. The emperor's personal decree issued on January 2, 1836 "with the provision of the order and the staff for the teaching at the First Kazan High School of Oriental Languages" contributed to the preservation and the development of Eastern language teaching system. In the 30-50's of the XIXth century they developed the main teaching staff for the study by the pupils of oriental language gymnasium.

In the 20-ies - the first half of the 30-ies of the XIXth century the system of teaching Asian languages is being developed at the First Kazan Gymnasium. In 1822 the study of Arabic and Persian languages with the teacher F.I. Erdman was officially introduced for the first time; In 1826 M. Kazem-Beck was appointed to the position of Muslim language teacher; In 1827 and in 1833 I. Vernikovskiy was appointed as the teacher of the Arabic language; In 1828 A. Onisiforov became the teacher of the Tatar language; In 1833 K. Voigt and A. Popov were approved as the teachers of Persian and Mongolian languages; In 1835, Mirza Kazem-Beck began teaching

Turkish-Tatar; In June 1835, according to the report of the Minister of Public Education S.S. Uvarov the decree by Nicholas I on the introduction of Arab, Persian, Tatar, Mongolian languages in the teaching program of Kazan gymnasium in order to prepare translators for the departments of the empire, etc. (Kulikova, 1993). These official events expanded the circle of Eastern languages and determined the status of the main oriental secondary school in Russia during the first half of the 19th century. In the 30-50-ies of the XIXth century the main teaching staff was developed, which taught the oriental languages to gymnasium pupils: in April of 1836, the positions of teachers and trainees of the eastern languages were approved - M. Kazem-Beck (Turkish-Tatar language), K. Voigt (Persian language), M.Pervukhin (Arabic language), A.Popov (Mongolian language), Lama G.Nikituev (practical classes on Mongolian language), N. Sonin (practical classes on Persian language), Mullah M. Aliyev (practical classes on Turkish language); In November of 1838 Chinese language was introduced into the program of the gymnasium and Archimandrite Daniil was appointed as a teacher (Lomanov, 2002).

In 1842 G.Gomboev was appointed as a teacher of the Mongolian language (Taveirne, 2004); In October of 1842 the Armenian language was introduced taught by S.I. Nazaryants; In January-February of 1843 M.G. Mahmudov was appointed as the teacher of Eastern calligraphy and until 1855 he also taught the Turkish-Tatar language; In September 1845 Abd. Kazem-Beck was appointed as a supernumerary lecturer of the Turkish-Tatar language; In 1848 the posts of oriental language teachers were occupied by V. Mikhailov (Tatar language), K. Popov (Persian language), M. Navrotsky (Arabic language), G. Gladyshev (Armenian language); In December of 1852, Ahmet bin Hussein was appointed as the overseer of the living Arabic language; In 1853, the teaching of the Armenian language was discontinued, K. Holstunsky began to perform the position of Mongolian language teacher and the gymnasium schedule was approved with oriental languages - Arabic, Persian, Turkish-Tatar, Mongolian, Chinese, Manchu, etc.

At the First Kazan Gymnasium the following students and candidates of the university taught oriental languages: Yang (Ivan) Vernikovsky (Arabic), Sergei Rushko (Chinese), Ivan Ladukhin (Chinese), Ivan Ivanov (Persian) and others.

4. Conclusions

In the first half of the XIXth century "Eastern literature and antiquity" personified the notion of Oriental studies in Russia. In the last quarter of the XIXth century the leading orientologists formulated the basic paradigm of Russian Oriental studies - to transfer to students and generalize "all knowledge about the East extracted by science, and not only its languages" (Bartold, 1977).

The core of the developed classical oriental studies in Russia became oriental linguistics and the studies of the monuments of traditional eastern writing and material culture. Knowledge and the use of classical and living oriental languages,

written texts or the monuments of material culture of the oriental peoples are the key features of Russian university and academic oriental studies. In the XIX-th - XX-th centuries academic and university orientations of Russian oriental studies are characterized by the interaction with the state and society, the update of a subject and the change of scientific discipline proportions, the emergence of new forms of research organization and the associations of orientologists, international scientific and cultural contacts with Asia and Europe.

The activities of the First Kazan Men's Gymnasium, opened in 1758, became the most important for the training of oriental personnel for the needs of the Ministry of Education, the Asian Department of the Ministry of Foreign Affairs and other Russian educational and scientific centers of the empire. The origins of Russian oriental studies were represented by the educational programs of the First Kazan Gymnasium associated with the Eastern languages and they became the basis for the research and humanistic traditions of Russian oriental studies.

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