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COMPARATIVE ANALYSIS OF THE PRECONDITIONS OF THE FOREIGN LANGUAGE EDUCATION EMERGENCE IN EUROPE AND ANCIENT RUS (V–XIV CENTURIES)

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Purpose. *The article examines foreign language education phenomenon from historical and pedagogical point of view. The subject of the research is preconditions of the foreign language education emergence in Europe and Ancient Rus in the V–XIV centuries. The purpose of the research is to undertake comparative analysis of the above mentioned phenomenon and to identify similarities and differences of the European and old Russian approaches to foreign language teaching.*

Materials and methods. *The basis of the research is the theoretical methods (methods of analysis and synthesis, generalization and systematization, as well as the method of analogy) and methods of historical science (methods of historical periodization, retrospective method, historical and logical method).*

Results. *The results of the study are that the author characterizes the Middle Ages and the period of Ancient Rus from the point of view of foreign language education emergence. Christianity, ideas of ancient*

philosophers and teachers, and scholasticism were the key factor that had a significant impact on foreign language teaching in the Middle Ages. Medieval foreign language teaching methods did not provide for in-depth language learning. In Ancient Rus from the X – XI centuries, palace schools were being opened, where foreign languages were taught. The main method used for teaching foreign languages to princes was “feeding” (“kormil’stvo”), and princes inevitably acquired foreign state culture while studying abroad.

Conclusion. *Methods used in Ancient Rus were more fruitful than those which were used in the Middle Ages. And the method of language “immersion” affected greatly the subsequent methods of foreign language teaching in our country, and led to the introduction of the term “foreign language education” in the Russian Federation after many centuries.*

Keywords: *foreign language education; foreign language teaching; communicative approach; culture; the Middle Ages; Ancient Rus; Mongol-Tatar Yoke.*

СРАВНИТЕЛЬНЫЙ АНАЛИЗ ПРЕДПОСЫЛОК СТАНОВЛЕНИЯ ИНОЯЗЫЧНОГО ОБРАЗОВАНИЯ В ЕВРОПЕ И ДРЕВНЕЙ РУСИ (V–XIV ВВ.)

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Цель. *Статья посвящена изучению феномена иноязычного образования в историко-педагогическом аспекте. Предметом анализа выступают предпосылки становления иноязычного образования в Европе и Древней Руси (V–XIV вв.). Автор ставит целью провести сравнительную характеристику данного феномена и выявить схожие и различные стороны средневековых европейских и древнерусских подходов к обучению иностранным языкам.*

Материалы и методы. *Основу исследования образуют теоретические методы (методы анализа и синтеза, обобщения и систематизации, метод аналогии), а также методы исторической на-*

уки (метод исторической периодизации, ретроспективный метод, историко-логический метод).

Результаты. Результаты работы заключаются в том, что автор дает характеристику Средневековья и древнерусского периода с точки зрения зарождения иноязычного образования. В эпоху Средневековья на преподавание иностранных языков существенно влияло христианское вероучение и идеи античных философов и педагогов, а затем схоластика. Средневековые методы обучения иностранным языкам не предусматривали глубокого погружения в язык. На Руси, начиная с X–XI вв., открывались дворцовые школы, где изучались иностранные языки. Основной формой обучения иностранному языку князей было «кормильство», при котором ученики неизбежно постигали культуру иноязычного государства.

Выводы. Методы, которыми пользовались в Древней Руси, приносили больше плодов, чем те, что использовались в эпоху Средневековья. А метод «погружения» в языковую среду на Руси наложил отпечаток на последующие методы обучения иностранным языкам в нашей стране, что через много веков привело к развитию понятия «иноязычное образование» в современной России.

Ключевые слова: иноязычное образование; обучение иностранным языкам; коммуникативная методика; культура; Средневековье; Древняя Русь; монголо-татарское иго.

Introduction

Foreign language education as a social and pedagogical phenomenon has come a long way in its formation and development. Knowledge of foreign languages has been valued throughout time, since antiquity to the present. However, foreign language teaching set different goals in various epochs. Nevertheless, the result should have been the same: such level of foreign language proficiency that a person can understand foreign language speech, as well as communicate, read and write in foreign language.

At the same time, scientists have begun thinking that the notion “foreign language teaching” is incorrect. Thus, Russian scientist E.I. Passov

coined the term “foreign language education” in the ‘90s of the XX century. The researcher believed that the content of education was the culture, and if any education serves for transmission of the culture, then a foreign language education serves for transmission of the foreign language culture [6, p. 22–23]. Consequently, E.I. Passov clearly illustrates that educational purposes are in the first place and only then the teaching ones.

However, M.N. Vetchinova analyzed the work of H.F. Nädler, the researcher of European methods of foreign language teaching, and drew our attention to the fact that Karl Mager suggested in the ‘40s of the XIX century that “the very term “language teaching” is not only imprecise, but it is also harmful”. Thus, we can see that European scientists realized much earlier that the notion “foreign language teaching” was incorrect. Nevertheless, as we noted above, the very term “foreign language education” was coined in Russia, but in the XX century [1, p. 23].

However, the phenomenon of foreign language education in different historical epochs, as well as in different countries, is known to have meant different things. Russia and European countries are in the focal point of our research due to their close geographical proximity, which undoubtedly had its impact on the development of educational trends in our state at the dawn of its formation.

Consequently, **the purpose of the research** is as follows: to conduct comparative analysis of the preconditions of the foreign language education emergence in Europe and Ancient Rus in the X – XIV centuries and to identify similarities and differences of the European and old Russian approaches to foreign language teaching.

Materials and Methods

Our research is based on the program of communicative foreign language education developed by E.I. Passov in 2000. The researcher believed that it was necessary to change “foreign language teaching” for “foreign language education”. The scientist drew our attention to the fact that when we say that we teach, we mean “communication of knowledge and skills development”. What do we teach? We teach language, therefore, words, grammar, ways of expressing thoughts, etc. [6, p. 20]. However, E.I. Pass-

ov supposed that the purpose of education was the development of the student's personality: development of person's spiritual power, evolving capacities, education of a moral, responsible and socially-attuned person. The content of education is the culture, and foreign language education serves for transmission of the foreign language culture [6, p. 22–23].

Consequently, foreign language education in our research is supposed to be a holistic pedagogical process of teaching, educating and comprehensive developing of the student's personality with the help of a foreign language, which should be learnt together with the foreign and native culture. This process should be resulted in the formation of a linguistic persona with developed cross-cultural competence, who possesses a high level of cross-cultural communication skills.

We used both theoretical methods and methods of historical science in our research.

The first group of methods (theoretical ones) includes such methods as: analysis and synthesis, generalization and systematization, as well as the method of analogy. They provided an opportunity for the phenomenon of foreign language education to be addressed from various angles, as well as to systematize, structure and determine the patterns of the of the foreign language teaching developing in various epochs and in different European countries and Ancient Rus. Then they give us an opportunity to compare these approaches of foreign language teaching, as well as to compare their similarities and differences.

Since our research is of historical and pedagogical nature, the methods of historical science were also used.

Thus, we used the method of historical periodization, which gave us the opportunity to define the time frame of our research. It should be noted that the period we have chosen is V–XIV centuries, which corresponds to the time frame for the Middle Ages in Europe, while the historical period of Ancient Rus is the end of the IX – the beginning of the XIII centuries. Nevertheless, we suppose it would be wrong to examine medieval period from the IX century, since important historical events that influenced the emergence of foreign language education in medieval European civilization won't be taken into account.

Therefore, we decided to examine a longer period of time, as it would help us to get a comprehensive overall picture of the process of foreign language education emergence and development in medieval Europe and Ancient Rus.

Another method that we used in our research was a retrospective one. It provided an opportunity to get a holistic vision of the researched historical and pedagogical phenomenon within the defined time frame.

The last method that we used in our research was the historical and logical method. It helped us to view the phenomenon of foreign language education which is not taken for granted, but as a process that has its own history of emergence and development in the historical period we have identified.

Results and Discussions

The first period of the Middle Ages is referred to as the early Middle Ages (late V – mid XI centuries). E.G. Trunova notes that Christianity “was a key factor that had a significant impact on all medieval public institutions, as well as on education” [12, p. 234]. P.N. Rez’ko also writes in his monograph that the ancient education system had a great influence on the formation of a new medieval educational system, using the ideas of ancient philosophers and teachers, which did not run counter to Christianity [9, p. 8]. Thus, we can see that the early medieval educational system was being formed under religious auspices, which undoubtedly influenced the nature of the pedagogical approaches of that time.

It should be noted that religiosity also left a large imprint on the foreign languages teaching, since, as noted by E.N. Solovova and E.A. Porechenkova, the Holy Scripture was central to the education in humanities and, accordingly, preference was given to the Latin language [11, p. 9]. Although Latin was a dominant language, the Greek language held its ground in the early Middle Ages, as it was necessary to study the philosophical ancient heritage.

D.S. Komarov and V.N. Rannikh believe that the basis of foreign language teaching was established precisely during the Carolingian Renaissance. Also, these researchers draw our attention to Fulbert of Chartres

as to the father of humanitarian knowledge. He was the first person to realize that language teaching is meaningless without teaching history and culture of the country, which language is taught [8, p. 84]. However, A.A. Myasnikov emphasizes that the predominant method of foreign language teaching in early medieval Europe was still grammar-translation method, which did not provide for in-depth language learning, as Fulbert Chartres suggested [5, p. 126].

Thus, we can observe some shifts towards foreign language education in the Early Middle Ages, but they continued to be unsystematized and did not lead to the emerging of trends in foreign language teaching along with the culture of the people, who speak the language taught.

The next period of the Middle Ages is the High Middle Ages (mid XI – late XIV centuries), which is associated with religious philosophy – scholasticism based on Aristotle’s Logic and theology. The main method of foreign language teaching in grammar schools at that time was synthetic method, the basis of which was teaching grammar. But the phonetic aspect of the language wasn’t taken into account, and teaching vocabulary was unsystematized.

We suggest that this was due to the fact that Latin was a dead language and was not used as a language of oral communication, but only as a language of written communication. Nevertheless, D.S. Komarov and V.N. Rannikh draw our attention to the philologist Vincent de Beauvais, who proposed to “plunge into the language structure” in order to realize the most difficult moments in foreign language acquisition [4, p. 14]. However, as in the Early Middle Ages, such thoughts were rare and had no any government support.

Having analyzed the process of foreign language teaching in medieval Europe, we would like to move on to the process of foreign language teaching in Ancient Rus.

Thus, the first mentions of foreign language teaching in Ancient Rus refer to the X–XI centuries. E.V. Voevoda notes that in 988 Vladimir the Great opened a “court school for children of military retainers, boyars, city’s nobility,” where Latin was taught along with other subjects. Yaroslav the Wise (978-1054) “opened a palace school for training translators

and interpreters at the St. Sophia Cathedral,” and the prince himself had a good command of five languages [2, p. 73–74]. Having analyzed information about the methods of foreign languages teaching in Rus, A.Yu. Ryakhovskaya concluded that the main method used for teaching foreign languages to princes was “feeding” (“kormil’stvo”). The children of princes were given to be raised in another princely or royal family from another state. But foreign languages were also taught by means of “reading aloud, rewriting and memorizing texts” [10, p. 147]. Children of princes inevitably acquired foreign state culture while studying abroad. It should be reminded that transmission of the foreign language culture is the purpose of foreign language education according to E.I. Passov [6, p. 24]. Consequently, we see that preconditions of the foreign language education emergence in modern Russia were created in the early days of the Russian state.

If we go back in history of Ancient Rus in the middle of the XI – the end of the XIV centuries, we will find that our country had been undergoing fundamental changes since the XIII century. Moreover, these changes were negative for Ancient Rus and were tied with the invasion of the Mongol-Tatar Yoke (Igo). Thus, we can divide this period (mid XI – late XIV centuries) into two stages: before the invasion and after the invasion of the Mongol-Tatar Yoke (Igo).

The first period for Rus in terms of foreign language teaching was quite fruitful. E. V. Voevoda notes that up to the XIII century, princes from foreign countries together with the children of princes of Rus studied in the palace school, where foreign languages were taught. Thus, Vsevolod, the son of Yaroslav, knew five foreign languages [2, p. 74].

S.I. Prokop’eva draws our attention to the fact that a major center of education in the XII century was the city of Vladimir, where a school similar to universities in Europe was built. Not only Russian teachers gave lessons in this school, but also those invited from abroad, in particular from Byzantium [7, p. 178]. Another significant center of education is mentioned by E.V. Voevoda. It was the city of Smolensk, where a Latin language school was opened [2, p. 74]. In addition, churchmen also knew foreign languages [7, p. 178].

The situation changed, when Mongol-Tatar Yoke (Igo) invaded Ancient Rus. It led to the decline in development rates of the Russian state, since educational centers and libraries were shut down. As a result, the number of people who knew foreign languages declined significantly. This resulted in lack of people capable of negotiating in foreign languages, when the Russian state began to carry on active diplomatic activity from the XV century. Moreover, the princes at that time not only did not speak foreign languages, but some of them even did not know how to write in their mother tongue [3, p. 17].

Conclusion

Thus, having analyzed the Middle Ages from the point of view of foreign language teaching, we can conclude that the main methods used were the grammar-translation and synthetic ones, which did not provide for in-depth language learning. While there were much more effective set of methods for foreign language teaching in Ancient Rus: grammar-translation and natural one, combination of which was more fruitful. Such approach was due mainly to the active development of political and trade relations between Ancient Rus and Byzantium and many other countries of the East and West.

However, the invasion of Batu Khan of the XIII century led to some setbacks of Rus in its development, especially in the sphere of education, including foreign language teaching. Subsequently, foreign languages were not paid due attention for almost two centuries. It resulted in a lack of interpreters and translators who could have helped in the diplomatic affairs of the Russian state.

Nevertheless, we believe that it was the method of language “immersion” that affected the subsequent methods of foreign languages teaching in our country, and, after all, led to the introduction of the term “foreign language education” in the Russian Federation after many centuries.

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