Введение. Проблема наставничества является одной из актуальных в педагогической науке. Важно учитывать положительный опыт, ранее выработанный российской и зарубежной наукой и образовательной практикой, усилиями видных педагогов прошлого, к которым относится Илья Федорович Тимковский (1772-1853), оставший свой, неповторимый след в истории российского просвещения. Он был первым наставником великого педагога К. Д. Ушинского. Цель статьи – показать значимость личности И. Ф. Тимковского в развитии образования.

Материалы и методы. Методы исследования – анализ историко-педагогической, методической и мемуарной литературы по теме исследования, биографический, исторический и сравнительный методы, аксиологический (ценностный) подход к исследованию историко-педагогического материала.

Результаты. И. Ф. Тимковский осуществлял активную, плодотворную организаторскую и административную деятельность в период подготовки к открытию Харьковского университета и в качестве директора Новгород-Северской гимназии, а также внес существенный вклад в науку и мемуаристику. Воспоминания о Тимковском, оставленные его учениками К. Д. Ушинским и М. К. Чалым, позволяют представить личность этого незаурядного деятеля образования. Воспоминания самого Тимковского дают возможность более наглядно представить исторические события, участником и свидетелем которых он был.

Заключение. Личность И.Ф. Тимковского одна из значимых в истории российского образования и нуждается в дальнейшем изучении со стороны историков педагогики. Статья подготовлена в связи с 250-летним юбилеем И. Ф. Тимковского.

Ключевые слова: Ушинский, Тимковский, Максимович, Новгород-Северская гимназия, Харьковский университет, Чалый
V. B. Pomelov

Timkovsky: the first mentor of Ushinsky

Introduction. The problem of mentoring is one of the most urgent in pedagogical science. It's important to take into account the positive experience previously developed by Russian and foreign science and educational practice, through the efforts of prominent teachers of the past, such as Ilya Fedorovich Timkovsky (1772-1853), who left his own unique mark in the history of the Russian enlightenment. He was the first mentor of the great teacher Konstantin Ushinsky. The purpose of the article is to show the importance of Ilya Timkovsky personality in the development of education. The objectives of the research are to create a biography of Timkovsky based on little–known sources, to characterize his activities in connection with the historical situation and the state of school affairs in the first half of the twentieth century in Russia.

Materials and methods. Research methods – analysis of historical and pedagogical, methodological and memoir literature on the research topic, biographical, historical and comparative methods, axiological (value) approach to the study of historical and pedagogical material.

Results. Ilya Timkovsky carried out active, fruitful organizational and administrative activities during the preparation for the opening of Kharkiv University and as the director of the Novgorod-Seversk Gymnasium, and also made a significant contribution to science and memoiristics. Memories of Timkovsky, left by his students K. Ushinsky and M. Chaly, allow us to imagine the personality of this outstanding figure of education. The memoirs of Timkovsky himself make it possible to more clearly present the historical events that he was a participant and witness.

Conclusion. The personality of Ilya Timkovsky is one of the most significant in the history of Russian education and needs further study by historians of pedagogy. The article was prepared in connection with the 250th anniversary of Ilya Timkovsky.

Keywords: Konstantin Ushinsky, Ilya Timkovsky, Maksimovich, Novgorod-Seversk Gymnasium, Kharkiv University, Chaly

The urgency of the problem

The great influence on the formation of the personality of K. D. Ushinsky in his school years was exerted by the director of the gymnasium I. F. Timkovsky, an original thinker, Russian linguist, jurist, teacher and organizer of education, a figure of Russian and Ukrainian enlightenment of the first half of the XIX century.

His personality has been undeservedly overlooked by Russian historians of pedagogy. He is occasionally mentioned in publications, and exclusively as the head of the gymnasium where Ushinsky studied. All the more reason to give a detailed essay about this extraordinary man in the year of the 250th anniversary of his birth.

Materials and methods

The following research methods were used by the author in the course of the study: analysis of historical and pedagogical, methodological and fiction literature on the subject of the study, biographical, historical and comparative methods, as well as an axiological (value) approach to the study of activities by I. F. Timkovsky.

The author used the materials of a number of leading scientific and pedagogical periodicals of domestic and foreign origin, including «The Integration of Education», «Espacio, Tiempo y Educación», «The History of Education & Children’s Literature», «Ricerche di Pedagogia e Didattica – Journal of Theories and Research in Education», etc, and the works of Russian and foreign researchers of historical and pedagogical science; among them D. Caroli, G. B. Kornetov, L. G. Guseva, L. S. Chikileva, S. Maddalena, R. Hofstetter, M. Gilsoul, etc.

Results

The problem of mentoring is reflected in numerous publications. At the same time, the authors reveal various aspects of the problem. Let's point out some of them. Many authors highlight the role and importance of an outstanding teacher who has a decisive influence on the formation of the personality of his student.

Pedagogical views of such significant foreign personalities in the field of pedagogy as J. Dewey [1] and M. Montessori often become the object of study by numerous scholars. At the same time, special attention is paid to the positive impact that their concepts have on the development of education in different countries. V. Dilthey's pedagogy is characterized as the pedagogy of the future [3], and S. Freinet as an outstanding experimenter [4]. The attention of researchers is attracted by such an aspect as children's stories in the scientific heritage of R. Steiner [5]. E. Kay not only considered it necessary for teachers to highlight a new, children's culture, but also urged them to enrich it in all possible ways [6]. A. Ferrier's teaching looks in a new way in the light of its spread in Latin American countries [7]. The pedagogical activity of Russian innovative teachers, such as K. N. Wentzel, also attracts the attention of modern researchers [8]. The personality of K.D. Ushinsky also attracts attention, especially on the eve of the 200th anniversary of his birth [9].

At the same time, as a rule, it is overlooked that all these famous teachers became such largely due to the fact that in their younger years they met a worthy mentor, and felt his beneficial influence. This meeting determined positively their fate. Some researchers write
about the role of a mentor in the choice of pedagogical means [10]. But, in general, articles about mentors are extremely rare. The proposed article is about the teacher Timkovsky and is intended to fill this gap to a certain extent.

Ilya Fedorovich Timkovsky was born on July 15 (26), 1772 (according to other sources – 1773) in the city of Pereyaslav, Poltava province.

I. F. Timkovsky was the eldest child in the family. He had four brothers and a sister. Ivan Timkovsky (1778-1808), who died early, was a poet and translator. Brother Vasily (1781-1832) went down in Russian history as a civil governor of the Bessarabian province and a fairly well-known writer at the time. Roman Timkovsky (1785-1820) became a professor of Greek and Latin philology, Philology Faculty at Moscow University. The younger brother Egor (1790-1875) showed himself vividly in the diplomatic sphere.

Their sister Glyceria (1788-1829) is known for the fact that she was destined to become the mother of the outstanding philologist Mikhail Alexandrovich Maksimovich (1804-1873). He was a corresponding member of the Imperial Academy of Sciences. Among his friends and correspondents were the famous historian M. P. Pogodin and N. V. Gogol. M. A. Maksimovich also went down in history as one of the three most famous graduates of the Novgorod-Seversk province, along with K. D. Ushinsky and M. K. Chaly.

In 1777, the Timkovsky family moved to their estate to Zolotonosha, and then to the village of Zagorskoye, in Sumy region.

I. F. Timkovsky received his initial education at home. Home schooling was replaced by studying at the Blagoveschensk Convent in Zolotonosha, where at that time there was a small boarding house [11, p. 1406]. In 1781 Ilya entered the seminary in Pereyaslav, and then he entered the famous Kyiv-Mohyla Theological Academy. Studying in Kiev (in 1785-1789) did not fully satisfy the inquisitive and persistently striving for science young man.

The Academy was for him already the third educational institution of clerical orientation, and he, of course, aspired to enter Moscow University, which by that time had become the de facto center of Russian education.

One of his biographers, Nikolai Vasilyevich Shugurov, who served as a member of the Kiev Judicial Chamber, wrote: "At that time, every year one or more people from those who graduated from the Academy entered Moscow University. They corresponded from there with their comrades who remained in Kiev. Those who left sent them news about the University, professors and various details of university life. These news aroused desire to go to Moscow University" [12, p. 219].

In 1789-1797, I. F. Timkovsky studied at the Law and Philosophy faculties of Moscow University ("in terms of literature, physical and mathematical sciences, jurisprudence and politics"). For his outstanding achievements, he was awarded four medals: two silver medals were awarded to him in 1790 and 1792 by the faculty of Philosophy, and a third silver and one gold (in 1793 and 1795, respectively) – by the faculty of Law.

In his memoirs, Timkovsky writes warmly about the curator of the university, Count Ivan Ivanovich Shuvavlov (1727-1797), Professor Anton Alekseevich Barsov (1730-1791) and other prominent figures who were involved in the development of Moscow University.

His sketches of the meetings of the "Meeting of Lovers of Literature" are interesting: "The meetings were opened by the fact that one in turn read from the pulpit his essay, a short speech or reasoning, in a decent way..." [13, p. 44].

The Prosecutor General, Prince A. B. Kurakin appealed to the University with a request to "bring him two knowledgeable jurists." The University Conference chose Timkovsky among these two. On February 7, 1797, he was sent to serve in St. Petersburg, where he
first taught Russian jurisprudence at the Senate Junker Institute, and in 1801 he entered the Senate secretaries.

At this time, he was working hard on a study that he conceived while still a University student — "The systematic arrangement of Russian laws." This was the first experience of systematization of the laws of the then Russian Empire.

As a result, in August 1802, the work was submitted to the Commission for drafting laws, and its author received the highest favor (the monarch award of the Russian Empire) and a diamond ring [14, p. 263].

The chairman of the commission, Count Pyotr Vasilyevich Zavadovsky (1739-1812), invited Timkovsky to join the Commission, but he refused such a flattering offer. (By the way, P. V. Zavadovsky in 1802 he became the first Russian Minister of Public Education). In the same year, 1802, the Ministry of Justice was formed, along with others. Its first head, the famous poet Gavriil Romanovich Derzhavin (1743-1816), asked Timkovsky to take up the position of legal adviser in the new department; he agreed to this proposal. In four months of work there, Timkovsky drew up a draft of the arbitration court of conscience.

In January 1803, I. F. Timkovsky, an employee of the Ministry of Justice, received two offers: from Baron Ungern-Sternberg, a representative of the University of Dorpat (Derpt, nowadays Tartu), established in 1802, to take the place of an ordinary professor of law there; and from Count Severin Osipovich Potocky (1762-1829), the first trustee of the Kharkiv educational district, to become a professor of jurisprudence and legal proceedings at Kharkiv University, "the establishment of which was ordered and which had yet to be arranged and opened", as well as to become a general visitor of educational institutions of the Kharkiv educational district.

On April 4, 1803, S. O. Potocky gave I. F. Timkovsky instructions, which included pieces of advice on the management of Kharkiv University and "visiting" activities.

Scientific, pedagogical and administrative activities at Kharkiv University became a particularly significant period in the life of I. F. Timkovsky. At the stage of preparation for its opening, he was actually its head. He had a lot of work to do in preparing the University for the opening.

Timkovsky was concerned about the preparation of the University building, collecting donations for the needs of the University. The professors who came to Kharkiv demanded furnished apartments from him, which were promised to them earlier in St. Petersburg. However, the funds for their purchase were late.

Also, due to lack of funds, work on the reconstruction and repair of the premises allocated for the needs of the educational process was extremely slow.

At the end of March 1804, with the arrival of S. O. Potocky, a committee consisting of five professors was established to lead the University, which included I. F. Timkovsky. In his letter to Timkovsky dated July 21, 1804, the count expressed his desire that the opening of the University take place on August 30, the day of the Emperor's name day.

However, on August 27, Vasily Nazarovich Karazin (1773-1842), who was planned to be a rector, resigned. Nevertheless, the University now bears his name, and Karazin himself is considered its founder.

After this resignation, the start of the University's work was postponed several times. The repair work of the buildings was completed in October 1804. Finally, on January 17 (29), 1805, the grand opening of the University took place. For this event, Timkovsky composed a special ceremonial and a poetic ode. The staff of the University was approved on March 17, 1803, and from that day I. F. Timkovsky was enrolled as an ordinary professor with the
assignment to teach civil and criminal law at the Department of Law, Civil and Criminal Proceedings in the Russian Empire.

He taught courses in Russian law (1809), state, criminal and civil Russian law, "together with the history of them", as well as laws and the form of legal proceedings at the faculty of moral and political Sciences.

As contemporaries recalled, his lectures were distinguished by the ornateness and pretentiousness of the language, and therefore were assimilated by students with great difficulty. In 1807, 1809 and 1811 he was elected dean, each time for a term of one year. The "composition of the rights and duties of the dean of the faculty" is curious.

The dean's duties included, in particular, "reviewing speeches" prepared for reading in solemn meetings" and "reviewing essays", i.e. actually performing the functions of a censor. The solemn meeting of the University took place annually, on August 30, and speeches must be submitted for approval by the rector by July 15. So, in 1808, Professor Timkovsky delivered a speech "On the application of knowledge to the state and purpose of the state", in 1810 – a speech "On estates". Timkovsky was also a member of the University board, the college and censorship committees.

The teaching staff of the faculty where I. F. Timkovsky worked in the early years consisted of him and three Germans (Johann Schad, Joseph Lang and Johann Gamperle), one of whom was a "former Benedictine monk". This determined the system of education and the specifics of the certification of students.

"From the test reports given for the first three years of the university's existence, we see that the tests of students during their transition from course to course were made from the same subjects that they listened to during the course, and at the final test – from all subjects they listened to for 3 years; the test was carried out according to programs compiled by teachers in Latin, German and Russian; students took three tickets from each subject and answered in the language available to the examiner" [15, p. 21].

Sometimes it came to downright anecdotal situations. Latin was considered a "well-known language" that all students and teachers knew, but the Russian language professors Shad and Lang "were unavailable." Therefore, especially for them, the test program from Professor Timkovsky had to be translated from Russian into Latin, so that German professors would be able, at least in general terms, to understand, while attending the exam, what the students would tell them.

The problem that Timkovsky had to solve was the recruitment of students. At that time, there wasn’t a single gymnasium in the Kharkiv Educational District, so even seminarists had to be attracted to the number of students.

Since 1810, I. F. Timkovsky was a member of the "Committee for testing officials and teaching sciences to young people who are obliged to civil service" established at the University. In fact, this committee was engaged in improving the qualifications of officials and their certification, which was a significant innovation for that time.

In 1811, I. F. Timkovsky's book "An experienced way to philosophical knowledge of the Russian language" was published in Kharkiv. A detailed analysis of this remarkable work, which represented a significant contribution to Russian linguistics, was given by the modern researcher O. V. Nikitin [16].

For his teaching and scientific achievements, I. F. Timkovsky was awarded the degree of doctor of Philosophy of Kharkiv University (1807). On December 18, 1804, Kharkiv University, and on June 30, 1805, Moscow University recognized him as a doctor of rights honoris causa.
In 1809, the Göttingen scientific society elected him a member for his work "Comparison of Justinian's Laws with Russian Ones". Many years after the departure of the "organizer" of the University, the good memory of him was preserved, which was reflected in historical materials.

The historian of the university, professor Dmitry Ivanovich Bagaley wrote in the anniversary collection: "Timkovsky had great pedagogical experience and a rare love for schoolwork. His merits in the matter of the initial device were very great" [17, p. 191]

Timkovsky's activity was also manifested in the "visitation" of school institutions of the vast Kharkiv educational district at that time. He submitted detailed reports on the results of his audits, which were kept in the archives of the Kharkiv University, to the trustee or his deputy N. N. Novosiltsev. During the audits, he checked not only the knowledge of students, but also teachers themselves; he planned to conduct short-term pedagogical courses for teachers at the University. In his reports, he advocated the widespread dissemination of literacy among the peasants.

I. F. Timkovsky was entrusted with responsible work on the establishment of secondary educational institutions (gymnasiums), the development of gymnasium curricula, and the implementation of guardianship over them. With his assistance Kharkiv, Chernihiv, Yekaterinoslav, Voronezh, Novgorod-Seversk, Taganrog and Odessa gymnasiums were opened, as well as numerous county schools in these provinces.

The appointment of teachers in gymnasiums and colleges depended mostly on him. In most cases, he personally went to open gymnasiums, composed their opening ceremonies, made speeches, examined students enrolled in the gymnasium, gave instructions to principals and teachers, compiled lists of books for gymnasium libraries, etc.

In August of the same year, Ilya Fedorovich, referring to his health, which was upset during official trips, filed a petition for dismissal. The university didn’t want to let go of a man who had done so much for him, and he was offered to take a year off with full salary. On August 29, 1811, Timkovsky was dismissed due to illness with one year's salary. On September 2, 1813, "due to an incurable illness and a secondary petition filed, he was "dismissed" with a pension of a thousand rubles a year" [18].

I. F. Timkovsky proved himself during the Patriotic War. On August 18, 1812, he was elected a member of the noble committee that equipped the militia, and was on this committee until January 2, 1815. "At the same time, we, in Glukhov", he said in his memoirs, "put our advice, in case of the enemy's troops entering, to all owners, keeping up with their estates, for the sake of the device and integrity in them, to gather in the city, both for general security and for coherent actions" [19, p. 129].

The enemy, as is known, didn’t reach the Little Russian hinterland, but the whole district during the entire period of the Napoleonic invasion was in anticipation of great anxiety; everyone was waiting for the latest news. "Kutuzov," Timkovsky wrote, "kept to the proverb: build a golden bridge for the enemy. We received cartoons about the runners. We ourselves switched to the maintenance of our militia and various supplies for the troops" [19, p. 130].

Since 1815, Timkovsky served two three-year terms as an elected judge in Glukhovsky district. In 1825, the newly appointed trustee of the Kharkiv Educational District, A. A. Perovsky, offered him the position of director of the Novgorod-Seversk gymnasium. In August of the same year, he accepted the offer. Prior to that, the first director of the gymnasium was its founder Ivan Ivanovich Khalansky (1749-1825), who led this educational institution in 1789-1825.
Ivan Nikolaevich Loboiko (1786-1861) taught there in 1810, later he was the Honored Professor of the Vilna University, philologist and historian, in his memoirs. He pointed out that Timkovsky was Khalansky's son-in-law.

Novgorod-Seversk gymnasium originated from the small public school, opened in 1789 in accordance with the reform of Russian education, adopted three years earlier on the initiative of the famous champion of enlightenment Fyodor Ivanovich Yankovich de Mirievo (1741-1814), invited by Catherine II from Austria-Hungary to Russia to implement this reform. In accordance with it, the main and small public schools were established in Russia. The first were opened in provincial cities; the second – in county towns. In 1804, a new education reform broke out, which copied the French education system. Small schools were transformed into county schools, and the main ones – into gymnasiums.

The "Charter of Educational Institutions subordinate to Universities" was issued. According to the adopted charter, the country was divided into 6 educational districts: Moscow, St. Petersburg, Kazan, Kharkov, Vilna and Dorpat. Universities were at the head of the educational district.

Strict dependence of all levels of education was established, namely, one-year parish schools were subordinate to the caretaker of the county school, county schools – to the director of the gymnasium, the gymnasium – to the rector of the university, the university – to the trustee of the educational district. The latter were usually high-ranking persons.

Control over the work of the gymnasiums was carried out, of course, not personally by the rector, but by an authoritative authorized person specially appointed by him and the trustee of the educational district for this purpose – a visitor.

The transformation process wasn’t carried out automatically; many schools that didn’t meet the new requirements were simply closed, or even transferred from the main category not to gymnasiums, but only to county schools.

At the same time, the work of the Novgorod-Seversky School was highly appreciated by the general visitor of the Kharkiv Educational District Timkovsky. He got acquainted with its work and spoke out not only for its preservation, but also for the transformation of the school into a four-grade gymnasium.

A few more years later, in accordance with the school charter of 1828, the district school and a four-grade gymnasium that existed in Novgorod-Seversk were planned to be transformed into a seven-grade gymnasium. The transformation was prepared gradually and began only in 1832.

As the years passed, the gymnasium building became very dilapidated. Ushinsky in his memoirs gave this description of it: "A long, low, blackened building. It was a bad building, but I feel sorry for it, as I feel sorry for the first and living dreams of my childhood life" [20, p. 311].

Further, K. D. Ushinsky noted that later this old building had been replaced by a "beautiful, stone one". In the very premises of the gymnasium during Konstantin Ushinsky's studies there lived some teachers with their families and old watchmen. The number of students exceeded four hundred people. Novgorod-Seversk gymnasium at that time was the only one in several neighboring provinces. Konstantin Ushinsky was an exemplary student at the gymnasium. He read a lot, often initiated debates on various topics.

His classmate Joseph Samchevsky recalled: "Students of the higher fourth grades read their essays every month in the presence of the director and teachers... Among the students who distinguished themselves at that time by the first experiments of their compositions was Konstantin Ushinsky [21, p. 388]."
With special respect, the young Ushinsky treated the director of the gymnasium I. F. Timkovsky and the history teacher M. G. Erofeev. It was from these teachers that the gymnasium student Ushinsky learned about the brochure "Report of the investigative commission sent in 1825 against the Decembrists" and about the case "About the political free-thinking of some professors and students of the Nezhin Gymnasium of Higher Sciences."

Let us briefly explain what the "freethinking" was. The teaching staff of the Nezhin Gymnasium of Higher Sciences was sharply divided into two groups opposing each other in their public views. On May 7, 1827, the teacher M. V. Bilevich submitted a report to the gymnasium council, which spoke about the students' free-thinking, the reason for which should be sought in the fact that Professor Nikolai Grigoryevich Belousov lectured not from a book, but from his notes [23, p. 56]. He accused him of freethinking. There were certainly grounds for such an accusation. So, Belousov asked the students of the 7th grade about what needs to be done with the tsar, who used his power not in the interests of the people.

The children, of course, were silent in embarrassment, and didn’t dare to give an answer. Then Belousov "prompted" them the "necessary" answer: "Such a tsar should be removed from the throne!" [23, p. 20]. N. G. Belousov in his lectures really criticized the tsarist government, and called for the destruction of the monarchy. Belousov was supported by Deputy Director Kazimir Varfolomeevich Shapalinsky.

Young Nikolai Vassilievich Gogol, a student of the lyceum in those years, was also on the side of Belousov and tried to support him. An investigation was established, a special "surveyor" arrived from the capital. The "surveyor" compiled a report, which resulted in the resolution of the Ministry of Public Education approved by Nicholas I in December 1830 to dismiss Professors Shapalinsky and Belousov [24, p. 10-11].

Riots broke out in the gymnasium. During the searches, banned books were found at the lyceum students. The "case of freethinking" for Shapalinsky ended with an indefinite exile to Vyatka where he died some years later [25, p. 93].

By the way, Shapalinsky was in charge of the provincial printing house in Vyatka for some time, in which the famous speech of A. I. Herzen, another Vyatka exile, was printed, said by him in 1837 at the opening of the provincial library, which has been named after Herzen since 1917. And although the printing of the speech was officially authorized by the Vyatka governor, Shapalinsky was subsequently blamed for it, and he was removed from the leadership of the printing house...

I. F. Timkovsky accepted the gymnasium during its transformation from a four-year-old to a seven-year-old. Undoubtedly, he had a great pedagogical experience, and was an advanced teacher, who already at that time defended the need for literacy for the peasantry.

He struggled with mechanical methods of teaching, demanded from the teacher a reasonable and thorough explanation of the lesson based on solid knowledge.

In the first years of Timkovsky gymnasium management, there was a slight decrease in the number of students due to the rigor of examinations, both entrance and transfer, but after that, this number began to increase rapidly: in 1833 there were 126 students, and in 1838 – 454.

Therefore, in Novgorod-Seversk gymnasium, earlier than in many other gymnasiums, it was necessary to divide the first three classes into two departments.

Mikhail Korneievich Chaly (1816-1907), later a major literary critic, friend and biographer of T. G. Shevchenko, and in his childhood a friend and a classmate of Ushinsky at the gymnasium, left memories of the director Timkovsky.
"Ilya Fedorovich, leaving for his estate Turanovka 40 versts from the city for vacation time, stayed there until the end of October, enjoying the delights of rural nature. From the end of October to the end of December, the director lived in his city house.

One day, the inspector of the gymnasium (head of academic work) presented a malicious violator of discipline, a student by the name of Tripolsky, to be dismissed from school. On this occasion the director came to the gymnasium, and immediately ordered all classes to be gathered in the hall, made a touching speech about the depravity of the younger generation, quoted from Sallust and Tacitus; finally, he called Tripolsky to the middle and in a voice full of indignation, accompanied by expressive gestures, said: "Get away from us! Do not defile the sanctuaries of science and good morality with your breath." Paramon, the watchman, was standing at the threshold with a dirty broom, which he used to sweep out the worthless rubbish behind the gymnasium gates. Timkovsky spoke fascinatingly, convincingly and at the same time simply.

At the end of May, exams began, at which the director sat every day until ten o'clock in the evening. The exams were conducted in the most solemn atmosphere: a long table covered with red cloth was placed in the middle of the hall, some kind of unusual chair for the director, resembling the throne of the grand dukes of Moscow.

It was the Latin exam that was considered the main one. It was truly a "director's exam". That's why it was furnished especially solemnly. Everyone around, students and teachers, fussed, and only the director invariably maintained Olympic calm. The director brought a whole mountain of classics to the exam of the Latin language (Virgil, Cicero, Ovid and other authors) in beautiful foreign bindings, and made us always translate unfamiliar places.

He kept each examinee at the teacher's desk for more than an hour. The examinee was allowed to use the dictionary only in exceptional cases. I. F. Timkovsky explained this as follows: "Imagine, gentlemen, that you found yourself on the street in Rome during the time of Titus Livy. What are you going to do, consult a dictionary? Impossible! Moreover, there were no dictionaries at that time" [26, pp. 87-88].

M. K. Chaly also recalled the "Latinist", who, in order to draw attention to the exploits of the ancient Greek military commander Datam, who lived in the IV century BC, was guided by the works of the ancient Roman historian of the I century BC Cornelius Nepos, who seemed to him extremely fascinating. As soon as the teacher had just begun his story: "Imagine, gentlemen, how this great warrior rides a horse," the students immediately, with the "most serious look", began to ask him "clarifying" questions, demonstrating "interest" in the Latin they hated: "And what color was Datam's horse? And how did Datam ride – trot or gallop? What did Datam feed his horse with – oats or hay" [26, p. 88]. In other words, they did everything in order to delay time and distract the attention of the "Latinist" from the survey of students.

In general, the memoirs of M. K. Chaly resemble the well-known story "The Republic of SHKID", where former pupils G. G. Belykh and A. I. Eremeev (L. Panteleev) gave an extremely rude and ignorant assessment of the activities of their mentor, the wonderful teacher V. N. Soroka–Rosinsky (in the story – Vikniksor), which they later very much regretted.

At the same time, M. K. Chaly and K. D. Ushinsky remembered their favorite teachers, in particular, the historian Mikhail Yerofeyev. However, unfortunately, they only mentioned him, but didn't characterize his style of work in any way.

The successful pedagogical activity of I. F. Timkovsky prompted the trustee of the newly formed Kiev educational District, Egor Fedorovich von Bradke (1796-1861), to offer him to take the place of the director of the Nezhinsky Lyceum in 1834, but Ilya Fedorovich refused,
Persisting the refusal with a desire to be closer to his relatives and attachment to the Novgorod-Seversk gymnasium. And age was already making itself felt.

Timkovsky finally retired in 1838; by an order dated October 21, he was dismissed with a pension of 2,000 rubles and with "a grant in one of the Great Russian provinces of an estate in the amount of 1,000 tithes" [27, p. 86].

He settled in his estate Turanovka (according to other sources – Turkhanovka), in the Chernihiv province, where he was actively engaged in economic and family affairs, writing memoirs.

I. F. Timkovsky was especially fond of beekeeping during these years, and in the magazine in 1853, no. 19, his publication "On the state of beekeeping in the Chernihiv province" was published.

He also wrote his memoirs, which were praised by the famous historian M. P. Pogodin; they were published in "The Moskvityanin" (1852), and reprinted in "the Russian Archive" (1874). His article "The Judge and Paradoxes" (1855, no. 19) was also published in "The Moskvityanin".

Timkovsky died at the Turanovka estate on February 15 (27), 1853.

Discussion of the results.

The great Russian teacher K. D. Ushinsky highly appreciated Timkovsky. Konstantin Dmitrievich, as is known, communicated with a wide range of socially significant persons. Among his friends and correspondents were leading Russian scientists, teachers, writers, etc. But Ushinsky didn’t leave any memories of his meetings and communication with them. He also didn’t say a single word about his parents, his own family, his wife and children. Most likely, he considered this kind of information not worthy of public attention.

Here is an example. His classmate at the university was A. N. Ostrovsky, who in 1848 visited a young teacher of the Yaroslavl Law Lyceum Ushinsky during his trip to Russia. The great Russian playwright reported about this meeting in his memoirs, but Konstantin Dmitrievich did not consider it necessary to write something similar.

The only exception in terms of creating memoirs Ushinsky made to perpetuate the good memory of I. F. Timkovsky. Undoubtedly, this is a manifestation of the gratitude that Ushinsky felt towards his gymnasium mentor. The article "Memories of studying at the Novgorod-Seversk Gymnasium" is the only one of its kind in the entire rich heritage of the great Russian teacher (Ushinsky, 1988).

Most of this work, that is only a few pages long, is devoted to the personality of Timkovsky. For Ushinsky, already a mature scientist, Timkovsky was and remained the ideal of a teacher all his life, and the gymnasium seemed to be the center of his children’s life.

K. D. Ushinsky, in his memoirs about studying at the Novgorod-Seversk gymnasium, wrote: "The upbringing we received... in a poor county gymnasium in a small town of Little Russia, Novgorod-Seversky, it was academically not only not lower, but even higher than what was obtained in many other gymnasiums at that time. This was greatly facilitated by a passionate love for science and even a somewhat pedantic respect for it in the gymnasium director Timkovsky" [20, p. 309].

Ushinsky referred in his memoirs to his first mentor: "In Timkovsky times, graduates of the gymnasium excelled in university exams. There lived between us a reverent respect for science, for teachers and comrades who were engaged in it. The ability to translate difficult
passages of Horace or Tacitus was a patent for universal respect. Even the ragged boys of the first grade knew such a student of the VII class. Even the boys of the first grade knew. They looked at him with respect and pronounced his name as the name of A. Humboldt. Other subjects were weaker, and new languages, due to the lack of good teachers and textbooks, went very badly. The old director rarely appeared at the gymnasium, but his appearance was a terrible judgment for the pupils, although except for the first grade he didn’t allow the use of rods" [20, p. 310].

And further Ushinsky continues: "It′s already good that most of the students had favorite subjects; but the teaching didn’t reach the completeness that can be demanded from the gymnasium" [20, p. 310]. Ushinsky saw the reason in poor, skinny textbooks and the lack of pedagogical knowledge among teachers.

Conclusions

In the personality of I. F. Timkovsky, the author of this study is attracted, first of all, by such positive qualities as the desire to bring as much benefit as possible to his Fatherland in the field of education, passion for science and the subject of his research, in particular, the Latin language.

The example of the life and work of I. F. Timkovsky is able to have a positive impact on the modern generation of domestic teachers. Thus the importance of I. F. Timkovsky's personality in the development of education has been shown. The article reveals his biography and characterizes activities in the field of education.

This denotes that the purpose and the objectives of the article have been solved. The personality of a peculiar, in many respects remarkable teacher, organizer of Russian education Ilya Fedorovich Timkovsky deserves the good memory of descendants, and his biography deserves further study.

Prospects for further research, in our opinion, may be associated with the study of the scientific and, in particular, the memoiristic heritage of I. F. Timkovsky, which, as it seems to us, remains beyond the attention of modern historians of pedagogy and education to this day.

At the same time, as our research shows, his publications contain a large amount of factual material that can significantly enrich domestic science.

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