



Российский педагог и писатель XIX в. М. Б. Чистяков

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АННОТАЦИЯ

Введение. Актуальность исследования заключается в характеристике литературно-педагогического наследия видного российского педагога-практика, ученого-методиста, издателя журнала и детского писателя XIX в. Михаила Борисовича Чистякова (1809-1885). *Цель исследования* состоит в анализе педагогических идей Чистякова, установлении воспитательной и познавательной значимости его литературных творчества: повестей, рассказов, сказок, этнографических и исторических произведений.

Материалы и методы. Автор использовал следующие научно-педагогические методы: анализ литературы, биографический и исторический. Ведущий научно-исследовательский подход – аксиологический, позволяющий выявить достижения исторического лица, деятельность которого стала предметом изучения.

Результаты. М. Б. Чистяков более полувека трудился в области народного просвещения. Его основные методические труды были первыми научно-обоснованными изданиями в области преподавания русской словесности. Они послужили основой для углубленной разработки соответствующих работ в этой области следующим поколением российских методистов. Чистяков был в XIX в. самым издаваемым и любимым подрастающим поколением детским писателем. Совместно с А. Е. Разиным и С. А. Чистяковой он был многолетним издателем детского журнала.

Обсуждение и выводы. Прогрессивное российское общество высоко оценивало Чистякова, называло его редким по уму, образованию и честности человеком, и относило его к представителям философски образованной поколения педагогических деятелей, таких как Грановский, Пирогов, Ушинский, – понимавших просвещение широко и гуманно, как самое светлое патриотическое дело страны. Его называли идеалистом, в лучшем смысле этого слова, человеком, пронесшим любовь к детству и детям через всю жизнь. Высоко оценивались не только его личностные качества, но и педагогические и литературные труды, выходявшие многочисленными изданиями и большими тиражами. Его педагогические взгляды подчас вызывали споры (Н. В. Шелгунов), что объяснялось диаметрально противоположными социальными воззрениями оппонентов.

КЛЮЧЕВЫЕ СЛОВА

Российское образование в XIX в., Чистяков, Надеждин, Мерзляков, Каченовский, Белинский, Разин, Чистякова, «Журнал для детей»

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Russian teacher and writer M. B. Chistyakov

V. B. POMELOV

ABSTRACT

Introduction. The relevance of the research lies in the characterization of the literary and pedagogical heritage of a prominent Russian teacher-practitioner, methodologist, publisher of a magazine and a children's writer of the XIX century Mikhail Borisovich Chistyakov (1809-1885). *The purpose of the study* is to analyze Chistyakov's pedagogical ideas, establish the educational and cognitive significance of his literary works: novels, short stories, fairy tales, ethnographic and historical works.

Materials and methods. The author used the following scientific and pedagogical methods: literature analysis, biographical and historical. The leading research approach is axiological, which allows to identify the achievements of the historical person whose activity has become the subject of study.

Results. Chistyakov worked in the field of public education for more than half a century. His main methodological works were the first scientifically grounded publications in the field of teaching Russian literature. They served as the basis for the in-depth development of relevant works in this area by the next generation of Russian methodologists. He was in the 19th century the most published and beloved children's writer by the younger generation. Together with A. E. Razin and S. A. Chistyakova, he was a long-term publisher of a children's magazine.

Discussion and conclusions. Progressive Russian society highly appreciated Chistyakov, called him a rare man in intelligence, education and honesty, and attributed him to representatives of the philosophically educated old generation of pedagogical figures, like Granovsky, Pirogov, Ushinsky, who understood enlightenment broadly and humanely, as the brightest patriotic cause of the country. They called him an idealist, in the best sense of the word, who carried the love of childhood and children through his whole life. Not only Chistyakov's personal qualities were highly appreciated, but also his pedagogical and literary works, which were published in numerous publications and large circulations. His pedagogical views sometimes caused controversy (N. V. Shelgunov), which was explained by the diametrically opposed social views of the opponents.

KEYWORDS

Russian education in the XIX century, Chistyakov, Nadezhdin, Merzlyakov, Kachenovsky, Belinsky, Razin, Chistyakova, "Magazine for children"

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INTRODUCTION

Teachers play a key role in ensuring continuity of learning. Society should reflect on the crucial role of teachers in rebuilding the education system and achieving the Sustainable Development Goals. At the same time, according to estimates by the United Nations Educational, Scientific and Cultural Organization (UNESCO), in order to ensure universal basic education by 2030, the number of teachers around the world needs to be increased by almost 69 million people, noted David Edwards, Secretary General of the International for Education in his speech on October 32, 2023. However, current trends indicate an increasing shortage of teachers. Today, they are overworked, their work is underestimated and not properly paid, as a result of which more and more people are forced to leave the profession. At the same time, the number of boys and girls who want to become teachers is decreasing. The reasons for this are easy to understand. Working conditions have deteriorated, wages have not kept pace with inflation, the workload has increased dramatically, and professional independence is steadily complicated by endless control and bureaucracy. Recognizing the outstanding role of teachers in the development of society, the UN established a High-level Group on the Teaching Profession on 06.19.2023. The Group was created following the results of the Education Transformation Summit (2022), which emphasized the need for an integrated approach to global problems in the field of education. More than 100 countries have committed themselves to various aspects of educational transformation, including strengthening the teaching profession and financing educational activities.

The main idea of the High-level Group is that teachers are the foundation of all educational systems and that their well-being and working conditions, first of all, depend on the learning conditions of students. Therefore, it is necessary to finance public education, invest in teachers, guarantee their labor rights and provide them with normal working conditions. Investing in education is not only about financing; it is about respecting and recognizing pedagogical experience and involving teachers in decision-making processes [1]. There are countless examples of selfless service to pedagogical ideals in the history of world and Russian education [2]. An important place in scientific publications is occupied by materials about the work of teachers in a different ethnic environment [3] or in working with ethnic minorities [4], in difficult natural and climatic conditions [5]. Often, difficulties in the work of a teacher are linked to his work in a rural school [6]. At the same time, teachers strive to give their students not only knowledge, but also to educate them [7]. Among teachers, there are personalities who combined a number of virtues necessary in the field of education [8]. One of these teachers was M. B. Chistyakov, who combined in his tireless enlightenment work, which lasted for more than half a century, the work of a practical teacher, a major methodologist, a children's writer, a magazine editor, a translator, and a poet.

MATERIALS AND METHODS

In the research work, the author used the following scientific and pedagogical methods: literature analysis, biographical and historical. An axiological approach was used as the leading research approach, which made it possible to identify all the most valuable things in the activities of M. B. Chistyakov as a teacher and writer. The author used publications by reputable authors, among them D. Edwards, I. Frechtel, L. Girotti, M. Irvin, T. Farmer, M. Leung, J. Thompson, B. Hutchins, J. Kline, S. White, G. Lock, A. Azano, G. Sigg, G. P. Bauer, A. A. Bauer, V. P. Guryanov, N. B. Medvedeva, V. V. Sorokin, A. A. Fedorov-Davydov, N. V. Shelgunov, A. A. Yazykov, published in the journals "Elementary School", "The Educational Review", "Journal of Research in Rural Education", "Australian Journal of Research in Rural Education", "History of education & children's literature", "Journal of the Ministry of Public Education", "Literary Heritage", "Pedagogy. Questions of theory and practice", "Education and training", "Historical Bulletin", "Historical and Pedagogical Journal", as well as in other publications.

RESULTS

A prominent Russian teacher and children's writer of the XIX century. Mikhail Borisovich Chistyakov was born on January 1 (13), 1809 in the village of Voskresenskoye, Zhizdrinsky district, Kaluga province. His father Boris Isaevich (1775/1777-?) served as a priest in the local church from the late 1790s to 1826. A great influence on the formation of the personality of the future teacher

was exerted by his mother, Maria (Marfa) Ivanovna (ca. 1779-1822), an intelligent and kind woman who managed to develop in the future teacher that cordiality and gentleness of character that subsequently, students were so attached to him. Together with her husband, they raised four sons, and all received a spiritual education. In his youth, Mikhail had to study at theological schools in Kaluga, Ryazan, Moscow and Nizhny Novgorod.

The ideal of Chistyakov was N. I. Nadezhdin (1804-1856), a teacher at the Ryazan Theological College, later a prominent scientist, literary critic, philosopher and journalist, ethnographer, expert on the schism of the church and its history. Nikolai Ivanovich's scientific views were largely contradictory. He was a staunch monarchist and an opponent of revolutions, and at the same time, he advocated the democratization of education, criticized subjective idealism and agnosticism. It was this man who had a significant impact on the mental development of M. Chistyakov, awakened his love for the Russian language and literature, as well as philosophy and foreign languages. Already in these early years, under the influence of his mentor, Chistyakov mastered the deep and difficult for understanding work of the German philosopher Johann Gottfried Karl Christian Kiesewetter (1766-1819) entitled "Darstellung der wichtigsten Wahrheiten der kritischen Philosophie für Uneingeweihte" ("Exposition of the basic truths of critical philosophy for the uninitiated"), the first edition of which was published in 1803, and it represented an original interpretation of the views of I. Kant. In 1828, Chistyakov entered the Moscow University, the Faculty of History and Philology, and here he met Nadezhdin again, already a professor. Subsequently, the full state councilor Nadezhdin served in the Ministry of Internal Affairs from 1838, became chairman of ethnography department of the Russian Geographical Society. He was also the editor of "Journal of the Ministry of Internal Affairs", "Geographical News" and "Ethnographic Collection", and attracted Chistyakov to scientific activities.

In addition to Nadezhdin, A. F. Merzlyakov and M. T. Kachenovsky were the "lords of thoughts" for the student Chistyakov. Alexey Fedorovich Merzlyakov (1778-1830), Russian poet, literary critic, translator, Doctor of Philosophy and ordinary professor. According to the famous literary critic, Professor Pavel Alexandrovich Viskovatov (1842-1905), Merzlyakov had a very strong influence on the worldview of M. Y. Lermontov. He was a full and at the same time the most active member of the Society of Lovers of Russian Literature at Moscow University, and from the day of the foundation of this Society, and also for some time was its chairman. In 1812, Merzlyakov opened a public literature course. When he was a professor at Moscow University, he gave lectures on aesthetics in the spirit of classicism, and at the same time was very popular among students. Finally, he was the dean of the Department of Verbal Sciences, where Chistyakov studied.

Mikhail Trofimovich Kachenovsky (1775-1842), Russian historian, translator, literary critic, editor-publisher of the journal Vestnik Evropy (1805-1830), rector of Moscow University (1837-1842), academician of the St. Petersburg Academy of Sciences (since 1841). Kachenovsky was the founder of the so-called "skeptical school" in Russian historiography, i.e. he denied authenticity of a number of sources on which information about the most ancient period of Russian history was based. And although modern official science invariably emphasizes the fact that the "Kachenovsky school" was related only to the pre-Soviet period of Russian history, it's impossible to ignore the attempts of alternative explanations of various kinds of historical events that are still taking place today. Naturally, such an extraordinary personality as M. T. Kachenovsky attracted attention of students, including Chistyakov.

During the years of his studies at Moscow University, it was one of the few places where the truly best intellectual forces of Russia were concentrated. This applied not only to teachers, but also to students. In the autumn of 1830, a literary and political circle called the Literary Society of the 11th Number was formed around the student V. G. Belinsky [9]. It got its name from the 11th room in the university dormitory for state-funded students, which was occupied by young Belinsky, and where the participants of the circle gathered: M. B. Chistyakov, N. A. Argillander, A. I. Prozorov, I. S. Savinich and other students, most of them from a diverse environment. At the weekly evenings, the members of the circle discussed topical issues of literary, social and political life, read their own writings and translations. V. G. Belinsky introduced to audience his drama "Dmitry Kalinin", the content of which was filled with a sharp protest against serfdom and social inequality. The circle existed until the beginning of 1831 [10, p. 102].

During his studies, M. B. Chistyakov showed brilliant abilities, so colleagues who sympathized with him wanted to send him to Germany in order to prepare for a professorship. However, he was

a government-funded student, and upon completion of his studies at the university in 1832, he was supposed to go to work as a candidate of the verbal department at one of the educational institutions assigned by the ministry. He became a literature teacher at the district school in Orsha, but soon transferred to Polotsk. A year later, he was already a senior teacher at the 2nd Vilna Gymnasium; in 1834 he worked in Mogilev, in 1835 in Vitebsk. In 1837-1839, he served in the 1st and 3rd men's gymnasiums in St. Petersburg. Since 1838 he taught at the Patriotic and Smolny Institutes, as well as in the Pavlovsky Cadet Corps, where since 1846 he was also an observer-mentor. At the same time, he worked (in 1841-1842) at a military educational institution called the Noble Regiment. In 1865, Chistyakov was appointed chairman of educational committee at His Majesty's own Chancellery for institutions of Empress Maria [11, p. 432].

In the 1840s, Chistyakov was already considered a leading methodologist. Together with famous Russian scientists and writers Fyodor Ivanovich Buslaev (1818-1897), Alexey Dmitrievich Galakhov (1807-1892), Afanasiy Fedorovich Bychkov (1818-1899), he was a member of commission that compiled Russian language programs for military educational institutions. Later, V. I. Vodovozov (1825-1886) and V. Ya. Stoyunin (1826-1888) in their methodological works relied on the works of Chistyakov, and considered him their teacher and predecessor in the development of methods of teaching Russian literature in secondary schools. Chistyakov was also Vodovozov's predecessor at the Smolny Institute of Noble Maidens. However, this period of his work was insignificant, and took place long before K. D. Ushinsky came there as a class inspector.

Something else is interesting. In 1862 Ushinsky received a virtually unlimited time abroad business trip in order to study the formulation of education in leading European countries. This business trip actually ended in 1866. Unfortunately, Konstantin Dmitrievich was ill for a significant part of the time allotted for a business trip [12, p. 129]. In 1866, the Ministry of Public Education, as if to replace Ushinsky, had already sent M. B. Chistyakov abroad to study the organization of kindergartens according to the method of I. F. Froebel, as well as women's teacher seminaries and correctional educational institutions. The result of many months of work in Germany, Belgium, France and Switzerland were extensive articles by Chistyakov, published in the Journal of the Ministry of Public Education and individual publications.

He outlined his observations in large works "On higher women's educational institutions in Berlin, Hamburg and Switzerland", "Froebel. Kindergartens abroad", etc. [13; 14]. In 1873, he managed to visit the international Vienna Exhibition, within the framework of which a solid pedagogical department was located in terms of size and representation. It also featured the works of Russian teachers, in particular, the famous teacher and publisher Florenty Fedorovich Pavlenkov (1839-1900).

In 1852-1885, Chistyakov was a class inspector at the metropolitan Nikolaevsky Orphan Institute, one of the most respected educational institutions in Russia, which worked in 1837-1917. It was a women's educational institution of the Empress Maria's Department of institutions, intended for orphaned chief officers' children. It became known as "Nikolaevsky" in 1855, in memory of Emperor Nicholas I. The position of the inspector of classes, which Mikhail Borisovich held, assumed the leadership of the educational process. Under his supervision, the pupils received primary education, studied home crafts (sewing, knitting, embroidery), the basics of medicine and home economics (cooking, housekeeping, pet care).

They were graduated, depending on the abilities and inclinations they showed over the years of study, as governesses in wealthy families, primary school teachers in women's educational institutions or as workers in small private enterprises with female staff. The graduates also worked as home teachers, teachers of music, gymnastics and dance, French, and later as teachers of public schools, paramedics, teachers of rural schools, kindergarten teachers. The full course of sciences at the institute lasted ten years. Depending on their abilities, the girls studied at the institute for a full term, including the "higher" department, or only for the first four years, at the "lower" department. It was based on the results of Chistyakov's trips abroad that reorganization of "juvenile" department of Nikolaev Orphan Institute was undertaken." In particular, a women's school for "disabled" was opened at the institute, and educational institute course was reorganized in the direction of obtaining practical knowledge by pupils.

In 1871, on the initiative of Chistyakov, a "higher class" of French language teachers was opened, where "girls mainly from provincial institutes of the most excellent in success and good morals"

were accepted. Their training program included the history of European literature, mainly French, geography, recitation and teaching methods, and Latin. In the 1870s, there were also craft courses and a real school for girls from the age of 14, where they were taught home economics; up to 350 pupils studied at these courses at the same time. The Guardianship Council of the Nikolaev Orphan Institute provided assistance to the pupils until their marriage or until they reached the age of 25. The Institute was located in a complex of Educational buildings on the Moika River embankment (the former palace of Count K. G. Razumovsky). In Soviet times, this building housed the Pedagogical Institute (now the Herzen Russian State Pedagogical University).

M. B. Chistyakov sought to reflect his pedagogical views in numerous pedagogical and literary works. Among his educational and pedagogical works, the following works are distinguished, large in volume and significant in content: "The course of the theory of literature: in 2 parts. St. Petersburg, 1847" and "An essay on the theory of fine literature. St. Petersburg, 1842". These books were widely known to the reading public, especially university students; they represented a kind of stage in the development of Russian educational literature on the subject.

Chistyakov understood the enlightenment of the people in the broadest and most democratic sense of the word, meaning by this ensuring equal educational opportunities for all segments of the population, which was undoubtedly a reflection of his generally idealistic and, at the same time, humane views on society. Pointing out the need to educate the peasant and the factory worker, he naturally left aside the question of how and when Russian society would be able to achieve the degree of development that would allow everyone to sit at the student tables. He focused the main attention in his works on purely scientific, pedagogical and methodological issues. He was one of the first in Russian pedagogy to draw attention to the need to take into account psychological aspects in the teaching of literature. Recall that this was at a time when psychology itself as a science in Russia was not yet fully institutionalized. Chistyakov expressed a new idea for Russian pedagogy about the need to link a child's education with his development. He considered one of the main tasks of pedagogy to encourage the teacher to "discover the predominant properties of the pupil and be able to give them the means to develop" [16, p. 19].

He proposed to develop the student, starting with the simple transmission of other people's thoughts in their own words, gradually achieving the ability to respond meaningfully to a given topic [17, p. 29]. He was the first methodologist who not only raised the question of the need to introduce the composition method into the educational course, but also published a special textbook on this issue [18].

M. B. Chistyakov expressed valuable, and for that time quite innovative thoughts about what an educational book should be. He argued that the textbook must necessarily include, first of all, such content that corresponds to the educational guidelines established by the ruling state institutions. In this statement, one can see criticism of those authors, including K. D. Ushinsky ("Children's World", "Native Word"), who included in their educational books material that they themselves seemed necessary, but at the same time he, this material, didn't always and didn't fully comply with official regulations, therefore, these books themselves could not be allowed to be used in public educational institutions.

Further, Chistyakov pointed out, the textbook should contain original thoughts and interesting examples. Finally, an educational book should be written in an accessible and imaginative language, with a "light pen". M. B. Chistyakov in the second half of the 19th century was undoubtedly one of the most published, and, most importantly, beloved by young readers, children's writer. The list of editions of his books would take up a significant part of the volume of the article. After all, there were more than 70 of them, and many were published in several editions. Let's name just a few of them, indicating the number of pages. First of all, we note children's books: "Past and possible" (467 p.), "Child" (147 p.), "For babies" (127 p.), "Rare happiness" (80 p.), etc. The list of books for the adult reader consists of more than a dozen editions: "Biographical stories" (536 p.), "Shine and Darkness. Novellas and short stories" (355 p.), "Two people. The story" (70 p.), "Stories about the past" (391 p.), "Native" (392 p.). His books about trips to different countries ("Picturesque views, meetings and adventures". 536 p.; "From travels", 190 p.) and historical stories (Russian historical Stories", 169 p.; "From his field", 350 p.; "The Seagull", 79 p.).

Chistyakov was keenly interested in the peculiarities of the life of peoples of different countries; he loved history, geography, ethnography, and sought to instill this love in his wards. He published wonderful books on this topic, among which stand out such as "On countries and peoples of different

parts of the world: Geographical and ethnographic essays" (in 3 volumes) and "Travel Library" (in 12 volumes), which were published in several editions. We note his biographical works devoted to the coverage of the life and work of prominent historical figures [19].

"Russian Historical Stories", "Roots and Fruits", "From Russian Everyday Life", "Stories for Young Children", "Novellas and Fairy Tales", "Summer", etc. were especially popular among readers of the 1850s and 1880s. The writer's works were regularly published in well-known periodicals: "Northern Bee", "Domestic Notes", "Library for reading", "Family evenings", "Sincere Word", in literary "additions" to "Russian invalid" and other popular magazines. Chistyakov's books were published in mass editions (10-20 thousand copies), and widely dispersed throughout the country, penetrating even into remote villages and villages. He also proved himself as a poet: his poems were published in the "Odessa Almanac", "The Library for Reading".

In 1851, with the active participation of his friend Alexei Egorovich Razin (1822-1875) and his wife Sofia Afanasyevna Chistyakova, nee. Volkova (1827-1890). Chistyakov founded and for 15 years published and edited "Magazine for Children", which was published first weekly and then monthly. This journal is considered by all researchers to be the best children's continuing publication of the XIX century [20, p. 325]. This periodical of the humanitarian and aesthetic direction, free from sycophancy and capital morality, gave children spiritual, moral, historical, natural science and literary reading; nurtured several generations of the Russian intelligentsia, educating in young souls love and compassion for man, animals and nature, love for the word, literature and art, for everything beautiful and tall. Contemporaries gratefully recalled "the noblest feelings and humanity", about "masterfully written, full of life and knowledge of everyday stories "without" a tendency for all their ideality. He saw peasant's life, his hardships, his tears with his own eyes and loved the people dearly, believed in their power" [21, p. 80].

As one of the researchers noted, "the inner ideological richness of the content, with a strict choice of subjects, its diversity, simple and entertaining presentation, literary language – that was the strength of this magazine and the materials published in it" [22, stlb. 32]. For a decade and a half on pages of the "Magazine for Children" a huge number of interesting articles of a historical, ethnographic and biographical nature, as well as artistic materials, such as novels, short stories, sketches and essays, were published. However, due to financial difficulties, he was forced to stop publishing the magazine in 1866. He proved himself to be a brilliant translator of foreign authors. Among his most famous translations is "The Ingenious Hidalgo Don Quixote of La Mancha" by M. de Cervantes Saavedra, which has been published in Russia for decades in Chistyakov's translation.

DISCUSSION AND CONCLUSIONS

Literary critics, fellow teachers and readers have constantly noted that "the outstanding advantage of Chistyakov's literary works should be recognized as the extraordinary simplicity and clarity of presentation" [23, p. 122]. They believed that all his pedagogical works are distinguished by a high moral, humanistic and patriotic orientation, contain the richest information for education of childhood and youth, are entertaining and fascinating, written in figurative and emotional language. The author considered it necessary to show to his readers the grief of their neighbors and awaken in them a sense of pity and compassion, to show them ideals of truth, goodness and beauty. He was well aware of peculiarities of children's perception, and therefore avoided monotonous descriptive techniques; his stories are always fascinating and interesting. Chistyakov's literary, scientific and pedagogical activity lasted for more than half a century, from his university years to the day of his death. During this time, he published more than 70 books of prose – novels, short stories, fairy tales, essays, popular science publications on ethnography, geography, history for children and youth, and many books a few years after their first publication were subsequently republished repeatedly, including after the death of the author. All this testifies to the high level of quality of his books.

Another distinctive feature of his children's books was their colorful design. Collections of his publications are kept in the largest libraries of Russia. The most complete bibliography of publications of Chistyakov's pedagogical works is given in the publication of D. D. Yazykov [24]. Finally, contemporaries drew attention to his beneficial effect on others, which he exerted with his impeccable personality.

At the same time, Chistyakov had to deal with critical statements about himself. As an example, we analyze an article by a prominent public figure and pedagogical publicist N. V. Shelgunov entitled "Pedagogical Confusion", published in no. 4 of the Delo magazine in 1875. In it, he gives a detailed critical analysis of the course of pedagogy. Shelgunov criticizes the author for idealism, separation from the natural and social environment. At one time, Shelgunov writes, J.-J. Rousseau, frightened by the complexity of the social environment, placed his Emil on a "desert island", "deprived" his parents, assigned him a bunch of tutors. His talent in depicting individual pedagogical influences, the undoubted literary talent of the French utopian, were combined with his naivety, faith in the possibility of breeding a "new breed" of people in the bosom of nature. However, it's impossible to live in society and be independent of it. Europe forgave Rousseau's naivety long ago," Shelgunov notes, "because his theories opened the sight to the blind. It's unlikely that Chistyakov should have appeared in the same field after Rousseau [25, p. 296].

"Modern pedagogy isn't at all a speculative attitude towards something in general, detached and isolated, it is not the science of an uninhabited island, but, on the contrary, the science of a densely populated land. To teach such a science, you need to know, first of all, both the earth and people, to know the forces and laws of the human soul" [25, p. 304]. But this is exactly what Chistyakov doesn't show, Shelgunov notes. Moreover, he expresses a sharp condemnation of "abstract pedagogy", "pedagogy in general", divorced from the life of society, environment, culture, nature. He further criticizes Chistyakov for considering isolated physical or mental education as education. But this isn't enough, Shelgunov believed. The task of education is to guide the child, make him a full-fledged member of society, in modern terms, to socialize him, i.e. introduce him into a social environment, adapt to the surrounding life, help him navigate it. However, Chistyakov, as if denying the "directions in pedagogy", at the same time sought to give children a "special direction" [26, p. 230]. And Shelgunov, of course, understood this. Another thing is that they both see the ideal of upbringing in completely different ways, since they look at this problem from different social positions [27, p. 40].

Of course, M. B. Chistyakov didn't even think of spending time answering these "pinpricks"; for this he was too busy with practical pedagogical work, numerous editions of his novels, short stories, fairy tales. In terms of the number and variety of subjects of published works, no Russian teacher of the XIX century can compare with him, even approximately. But in terms of the number of published books, he had a worthy rival, D. I. Tikhomirov. But Dmitry Ivanovich had his own printing house, in which he printed his works, among which the still published "Spring Shoots", as well as the "Primer", "Letter of Spelling" and others, which sometimes cost one penny, books-silent books, as they were lovingly called by the people [28, p. 238].

Chistyakov's faithful assistant was his wife (since 1835) Sofia Afanasyevna, a children's writer, translator and publisher. In 1882, she published in St. Petersburg the novel by D. Defoe "The Life and amazing Adventures of Robinson Crusoe", which was processed by her specifically for children. She participated in the translation of Friedrich Christoph Schlosser's World History, translated into Russian the fundamental, multi-volume work of F. Christman and S. Oberlander: "New Zealand and the rest of the islands of the southern Ocean : The history of the discovery and gradual colonization of Polynesia : Life in the deserts and cities of Australia" (St. Petersburg: Ya. A. Isakov, 1872-1875). She introduced the Russian reader to the work of the German writer E. Marlitt.

The Chistyskovs raised their son Mark and daughters Anna, Olga, Nadezhda and Evgenia. On October 9, 1882, the metropolitan public celebrated the 50th anniversary of Chistyakov's pedagogical activity. In May 1885, he retired with the rank of Privy Councillor. At the same time, the Metropolitan Duma, in commemoration of the merits of the teacher, awarded him the title of honorary citizen of St. Petersburg. He died on the night of September 23-24 (October 5-6), 1885 at his daughter's estate in the town of Lyshentsy, Luga district, St. Petersburg province. He was buried in St. Petersburg, at the Volkov Orthodox Cemetery.

Archpriest Rozanov, speaking at the memorial service, paid tribute to a man "rare in intelligence, education and honesty" [29]. The Russian educated society in the person of Chistyakov lost one of the "last representatives of the philosophically educated old generation of pedagogical figures, a number of Granovsky, Pirogov, Ushinsky, who understood enlightenment broadly and humanely as the brightest patriotic cause of the country" [30, p. 3].

Almost all literary, artistic and socio-political magazines, as well as many St. Petersburg and Moscow newspapers, responded to M. B. Chistyakov's death with extensive obituaries. The author of the obituary in the Historical Bulletin, grieving the loss of an outstanding teacher and writer, wrote about the purity of Chistyakov's ideals, who carried the love of childhood and children through his whole life. The best monument to this noble idealist was recognized by the "Magazine for Children" created by him and a whole library of works for the younger generation [31, p. 481].

The biography and literary and pedagogical legacy of Chistyakov has become the subject of research by modern Russian historians of pedagogy and Russian literature. To literary critics, his legacy, expressed mainly in works of "small prose", i.e. in novels and short stories, as well as in memoirs and poetic experiences, does not seem so significant. Such statements are unfair. Books for children and youth by Chistyakov for a long time, until the onset of the Soviet era, had huge circulations and many of them were repeatedly republished. In many ways, Chistyakov was for the younger generations for several decades nothing more than, to use a well-known phrase, "the ruler of thoughts." As for his teaching work, here, first of all, we note the following: he has worked productively in the teaching field all his professional life – more than fifty years! Perhaps, like no other, at least among the authors of significant pedagogical works in the 19th century, he wasn't so closely associated with practical pedagogical activity. Naturally, he understood extremely sensitively how educational and educational process should be built, how schools and universities should be organized, and what curricula and manuals should be. To the best of his abilities and abilities, he sought to comprehensively contribute to the solution of all those tasks that educational practice set for him as a teacher. In some cases, his scientific position was even criticized by well-known contemporary teachers, to whom his views seemed insufficiently radical. But a critical exchange of opinions is quite natural for a normal scientific process. His ideas, which developed positive foreign experience, contributed to the organization of general and pedagogical women's education, to the development of various types of educational institutions. Chistyakov, a bright and wonderful personality, deserves the grateful memory of descendants.

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