



Examining the Civic Position, Political Views and Educational Activities of Timiriyaev in the Field of English Language Education

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Abstract

The great biologist K.A. Timiryazev is honored in this article. He is honored by the name of the Moscow Agricultural Academy, one of the biggest agricultural colleges in Europe. The article's goals are to present Timiryazev as a teacher, highlight his civic engagement, and outline his political beliefs. The purpose of this article is to investigate Timiriyaev's political beliefs, civic engagement, and English language teaching endeavors. Timiriyaev was a gifted teacher with a flexible personality who had a special capacity to inspire, connect, and educate his students. to consider them critically. The writers have cited contemporary sources to support their conclusions that Timiriyaev's distinct teaching strategies and his unique personality had a profoundly positive influence on his students' growth and imparted lessons that are still applicable today.

Keywords: Timiryazev; Education; English language.

1. Introduction

Any university's history begins and ends with its faculty. They are the key participants in the process of education. The role of the individual is one of the deciding factors in almost every area of human endeavor. In terms of scientific and pedagogical endeavors, this factor multiplies in significance. And in this case, political convictions and the civic role of the scientific knowledge bearer play a unique role. In this context, Timiryazev—whose name is well-known throughout Europe and beyond—deserves particular mention. Timiryazev wrote numerous books and hundreds of articles in his native country. Two biographies of the scientist were published in the USSR in 1943, at a time when Soviet citizens were expected to be motivated to defeat Nazi Germany by the scientist's illustrious image (Valescali, 1937). The most recent biographical study was released in 2017, which was quite recently. Alexei Andreievich Druchek (2017), the author, oversaw the Timiryazev memorial museum-apartment in Moscow for a number of years. Vasadze (1958) wrote a dissertation on the scientist's religious beliefs; Druchek (2017) wrote about his moral principles and ethical legacy; and Sitanskaya (2011) wrote about his pedagogical views. European scientists have begun to investigate Timiryazev's scientific and pedagogical endeavors in the field of English language instruction, albeit to a lesser degree.

However, Timiryazev's life and work's themes were and are still pertinent to the scientific and academic communities. Everything about education—its globalization, ongoing reform, and difficulties, the most recent of which was the COVID-19 pandemic—persuades us to look into subjects like Timiryazev's spiritual legacy. No digitalization, no progressive learning approach, and no interactive learning organization can exist independently. Every technique and piece of technology has a human being at its core; this person may inspire pity, respect, or the opposite emotions. As a result, it is more important than ever to examine contemporary science through the eyes of this exceptional scientist and to assess his civic engagement, compassion, and teaching abilities. to evaluate Timiryazev's educational work in the area of English language instruction, to expose his civil attitude, and to sum up the scientist's political beliefs.

2. Literature Review

On May 22, 1843, Timiryazev was born into a wealthy noble family. In honor of his maternal grandfather, who was an Englishman by nationality, he was given such an unusual name for a man. The Englishwoman was his mother, Adelaide Klimentyevna Bode, a European immigrant baroness's daughter. Timiryazev's ancestors served in the military in the majority of cases. They were governors under Tsar Vasily Shuisky and took part in the battle of Kazan in the War of 1812. The nobleman who was the scientist's father, Arkady Semenovich Timiryazev, headed the customs district in St. Petersburg while working for the government. The Timiryazev family's lineage dates back to Ibrahim Temir-Gazi, a Tatar prince who joined the court of Vasily Dmitrievich, the Grand Duke of Moscow, at the start of the fifteenth century. In life, the first impressions are the most vivid. Timiryazev was deeply affected by his father's account of the army's 1813–1814 European foreign campaign, of which he was a part. It is true that Arkady Semenovich was called back from the campaign by his superiors, so he was unable to see Paris firsthand. The future scientist's worldview was shaped, it seems, primarily by his father's stories. He lived his entire life with the belief that the welfare of people should come first.

Timiryazev's primary education was received at home, which is largely due to his mother Adelaide Klimentyevna. This woman helped him learn multiple foreign languages. Timiryazev attended St. Petersburg University for his postsecondary education. After studying at the Faculty of Law, he moved to study mathematics and physics. Classical studies, however, were short-lived. Along with a few other students, young Timiryazev was expelled from the university for refusing to sign matriculations, which included new rules that included closing the library and student register, raising tuition without considering student security, and more. This was perceived by Soviet writers as a political goal. We believe that the young scientist's decision was driven by a sense of camaraderie with her fellow classmates. In regards to his father, he was in fact viewed as untrustworthy. As a libertarian Republican, Arkady Semenovich was dismissed from the army, and his family was struggling financially.

In this circumstance, Timiryazev not only discovered how to support himself independently, but also mustered the will to finish his education as a free student. Timiryazev, who had graduated from university, pursued further education overseas with the goal of becoming a legitimate European scientist. He studied under botanist Wilhelm Hoffmeister, chemist Robert Wilhelm Bunsen, and physicist Gustav Robert Kirchhof in Germany, a nation known for its highly skilled specialists in narrow fields. All of them were the greatest masters of their era. Clement Arkadevich studied under physiologist Claude Bernard, naturalist and agrochemist Bussengo, and chemist Marcelin Bertlo amid the revolutionary spirit that characterized France at the time. Timiryazev became a professor at the Petrovsky Agricultural and Forest Academy in 1871 after successfully defending his thesis on "spectral analysis of chlorophyll." Ever since, this educational institution has played some sort of role in his life. Here, he fulfilled his primary goal of ensuring that "where one spike grew, two grew." And to do this, he had to study plant life, which he accomplished brilliantly throughout his life. "The Life of the Plant" is the title of the scientist's main book. Written in an engaging and easily understood style, it is divided into ten lectures, each focused on a different issue. All of Europe's languages have translations for "The Life of the Plant." It is no accident that it is, quite rightly, regarded as a role model for disseminating scientific knowledge. Timiryazev never got tired of hammering home the point that a clear thinker makes a clear writer. And he frequently emphasized the value that the great naturalists of the past placed on the language used in their writing.

Timiryazev had a diverse circle of acquaintances, as did all gifted individuals in his era. Tolstoy was one of his close associates. Their shared passion was bicycles, which at the time were a technological novelty. Timiryazev was close to the artistic intelligentsia in addition to writers. Timiryazev adopted an anti-war stance during World War I. Moreover, he oversaw the scientific division of the anti-war publication *Chronicle* after accepting Maxim Gorky's proposal. This is a pacifist position held by the scientist. It goes without saying that Timiryazev's personality was well-liked by revolutionary parties. Some disregarded his advanced age in an attempt to win over a renowned scientist to their cause. Timiryazev was put forward for the position of Minister of Education by the Socialist Revolutionary Party Central Committee in September 1917. In response, historians from the Soviet Union claimed that the scientist supported the Bolsheviks. Reportedly, Timiryazev fervently backed both the October Revolution and Cherkasov's 1937 April Theses. Timiryazev's apparent pro-Bolshevik sentiment appears to be an exaggeration. As was previously stated, Timiryazev had little to do with politics in the traditional sense of the word. Moreover, he suffered from severe illness in the final years of his life. Kliment Arkadevich was also unable to work at full capacity in the Socialist Academy of Social Sciences, where he was elected a member in 1918, and the People's Commissariat of Education of the RSFSR. In one way or another, Timiryazev sent Lenin his final book, *Science and Democracy*, in 1920 after winning a seat as a deputy on the Moscow City Council.

3. Methodology

The article was written using the following scientific techniques: the biographical method, interviews, historical-comparative method, analysis, and synthesis. An article that summarizes the historical context of a scientific subject is called a review article. Review articles provide an overview and assessment of the findings reported in scientific articles pertaining to a particular subject. This kind of article can look at anything and is meant to compile, dissect, and assess previously published data. New and experimental findings are rarely reported in such articles. Review articles should offer theoretical and developing interpretations, have a clear narrative, and are typically critical. Review articles play a crucial role in providing guidance for original scientific writing. It is crucial that the citations supplied are precise and comprehensive because of this.

4. Results

Timiryazev should be commended for his practical achievements as well as his theoretical research because he was the first to cultivate plants in artificial soils. This was the reason behind the construction of the first greenhouse, known as the "Timiryazev growing house," on the grounds of the Petrovsky Academy. Timiryazev employed his Western experience in its establishment. After a number of years, Timiryazev relocated to England, another nation renowned for its scientific institutions. He got to know Charles Darwin here. Both scientists would remember this meeting for a very long time. After meeting a scientist who had practically revolutionized natural science, Timiryazev discovered that Charles Darwin had feelings for the country of (Chibisov, 1987). This was significant to Timiryazev because, in addition to voicing his opinions on scientific issues, he boldly stated his stance on civic issues. Timiryazev later recalled the Darwin meeting on multiple occasions. He actually turned into one of the strongest proponents of Darwinism.

Timiryazev claimed that he was a patriot. He kept a close eye on the developments of the Russo-Turkish War of 1877–1878, which brought about the long-awaited liberation of the Balkan peoples from Turkish rule. For the scientist, "people" and "soldier" were more than just terms; they were his shrines, to whom he dedicated his entire existence. "In both happiness and misfortune, the people and the soldier who left their ranks were always equally worthy, equally great; and in misfortune, maybe even more than in happiness," the scientist declared. It's still necessary to mention that there were private motivations for wanting arms to prevail. The scientist's brother Nikolai commanded the regiment during this period in Bulgaria.

There are hazy indications in Soviet historiography that Timiryazev held liberal, even socialist, opinions. It was specifically mentioned that he was conversant with K. Marx's writings. According to this story, he was first introduced to the Capital by Ilyenkov, a professor at the Petrovsky Academy. Given his extensive education, Timiryazev was undoubtedly aware of the key socio-political theories of the day. Timiryazev's intense curiosity was piqued by positivist philosophers. This is demonstrated by the frequency with which one saw O's works on the scientist's table. Comte, who was referred to as the "father" of modern sociology or "social physics" at the time (Kharlamov, 1971). This, however, does not warrant discussing the scientist's political beliefs. He was apolitical, on the other hand, and his lack of political activism had nothing to do with his absences. He took an active part in his nation's public life without favoring any particular political figure. Thus, Timiryazev established credibility outside of the biological framework by earning it in the historical science community. He is the author of multiple biographies on historical figures including Garibaldi, Marat, and others.

Timiryazev is a teacher who merits particular consideration. Students had a senior buddy-like relationship with Kliment Arkadyevich. They were aware that if a student started to dispute and stand by his opinions, he would not become irate. In a debate, Timiryazev himself came under fire. All he ever looked for in these kinds of debates was the truth. And the professor voluntarily consented if the interlocutor could support his claims (Filatova, 1960). As a teacher, Timiryazev's worldview was based on his rejection of agnosticism. He firmly believed in the laws governing the evolution of both nature and society, in science's capacity to determine humanity's place in the natural world, and in the potential for scientific explanation of sociocultural phenomena. Timiryazev's general philosophical vision served as the foundation for his pedagogical beliefs. The works of representatives of different pedagogical schools had a significant impact on their formation (Orishev, 2016).

The Petrovsky Academy recognizes the following characteristics of Timiryazev's pedagogical work in the area of English language education: drawing students' attention to the most recent scientific discoveries; actively involving students in the educational process; making sure that academic demands and humanity are balanced; and providing an

example of a polite attitude toward the academy's specialist training process from the teacher's own experience (Kuznetsova, 1990). According to Timiryazev, a well-rounded educational strategy cultivates students' minds and adaptability, which should result in the development of university graduates with skills intended to change the natural world and society. Professor Timiryazev was a remarkable person. He occasionally gave a demonstration in response to his students' lighthearted mockeries of his fellow academics. As some believed another well-known scientist from the Moscow Agricultural Academy, Kablukov, to be, Timiryazev was definitely not the "weirdo scientist" who would later become one of the archetypal figures in Chukovsky's "Here is the scatter-brained." Timiryazev, on the other hand, was not distracted or forgetful. He was accurate and on time for everything, down to the last little details. He believed that a great scientist must possess three qualities: the capacity for selection, hard work coupled with the harshest self-criticism, and creative imagination—which is analogous to the imagination of an artist.

This gesture by a distinguished scientist touched the heart of the proletariat leader, who hurried to respond. Timiryazev received the following letter on April 27, 1920: "Dear Klimenty Arkadevich! I sincerely appreciate your book and your kind remarks. Reading your comments supporting Soviet power and criticizing the bourgeoisie made me very happy. I'm holding your hand firmly and sincerely wishing you health, health, and health! To Ulyanov (Lenin), yours." This letter marked the scientist's final significant event before his death on the evening of April 27–28. Timiryazev is credited with saying, just before he passed away, that "the Bolsheviks who carry out Leninism - I believe and am convinced - work for the happiness of the people and lead them to happiness." The attending physician, Cherkasov (1937), was the only witness, and it is he who is credited with this famous quote. It is up to the doctor's conscience to what degree the great scientist's ideas were accurately communicated. However, keep in mind that, like with historical sources, serious historians handle memoirs with caution.

The great scientist Timiryazev passed away, but his name lived on in legend. Stories and myths abounding concerning his persona started to surface. Timiryazev's likeness has frequently appeared in artistic creations (Platonov, 1950). "Deputy of the Baltic," a 1937 Cherkasov film dedicated to Timiryazev, debuted on movie theaters in 1936. The movie is set in the fall of 1917 in revolutionary Petrograd. Pupils are not interested in studying because they are so passionate about politics. The majority of educators and scientists harbor mistrust and anxiety towards the new administration and its actions. However, the protagonist, Dmitry Illarionovich Polezhaev, an elderly professor, is able to comprehend and come to terms with the revolution. A group of Baltic Bolshevik sailors are under his instruction. It is hardly unexpected that D.I. Polezhaev, whose model was Timiryazev, is chosen to be a "deputy of the Baltic," that is, a deputy chosen from among the Baltic Fleet's seamen. A remarkable performance by the gifted actor and master reincarnator Cherkasov (1937), who was 33 years old during the filming, embellished the picture. He did a fantastic job portraying the 75-year-old professor Polezhaev at this age. Of course, the movie was not immune to rumors and political overtones. Two of his students are depicted in the photo; one is an ardent supporter of Bolshevism, while the other is an adversary of Soviet authority. The script has Timiryazev ending his relationship with the latter. Because of these realities, the director's fantasies are all that exist for the two student portrayals in the movie.

5. Discussion

By examining the recollections of Timiryazev's pupils, we are able to draw the conclusion that through his innovative approach to teaching, he skillfully integrated all of the instructional techniques that were popular at the time, including lectures, one-on-one and group sessions, workshops, and experiments conducted in authentic settings. He listened intently to debates and thought-provoking exchanges. Despite his own poverty, Timiryazev provided aid to those in need. It can be deemed a feat that Timiryazev gave material support to those in need while engaging in creative endeavors. According to Timiryazev's biographer Drucek (Korchagin & Timiryazev, 1943), "the great scientist was apparently in a state of mind of aggravating sympathy for citizens of different classes who were in dire need of additional monetary allowance." Some Petrovsky Academy students stopped attending classes in 1890 in protest of their fellow students' gendarmes' arrests. The administration, however, was strict and required lecturers to address any number of enrolled students. "Where should I read, in Butyrskaya prison, where most students are kept, or in auditoriums where there are almost no listeners left?" Timiryazev quipped, displaying his innate wit. There was still no response to the query. In addition to teaching students the value of participating in sports, Timiryazev enjoyed physical education. He was an avid horseback rider and English boxer. The professor took his interest in photography very seriously. He always carried the picture camera with him wherever he went. The professor's photographic work was well received by the art world.

He won two silver medals in a Nizhny Novgorod competition for his photographic prowess. The scientist's Moscow apartment museum houses both awards.

6. Conclusion

After completing our analysis of the scientist's social and political beliefs, we can conclude that Timiryazev's primary goal in life was to serve the public, and that science, in his hands, was a crucial instrument and the physical manifestation of this mission. It goes without saying that the scientist embodied a patriotism that transcended allegiance to political parties, ideologies, or parties. Timiryazev had a strong belief in science throughout his life, believing that knowledge gained through science alone can lead to true understanding of the world. It is only after mastering the challenging process of gaining scientific knowledge that one can independently analyze facts, comprehend societal processes, and use the knowledge and abilities gained to creatively improve human existence. From the beginning of his scientific career, it has been a scientist's credo and has stayed that way throughout his life.

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