

The process of implementation of the Tatar language as a state language in 1920-1930

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Abstract. This research investigates the implementation of the Tatar language as a state language in 20-30-of the XX century in comparison with today's language policy of the Republic of Tatarstan. The main emphasis is at the functioning of the Tatar language in various educational institutions of the Tatar Autonomous Soviet Socialist Republic (Tatarstan), and also at the research of the activity of the Academic center and Scientific Society of the study of the Tatars. The main difficulties that hampered the process of the implementation of the Tatar language as a state language in a given historical moment were indentified. Language policy as a part of national policy is implemented according to interests and commitments of State and is based on doctrines which may differ significantly in their structure and ideological orientation. Language policy and language planning in multinational Tatarstan are a conceptual aspect, which impacts momentum to linguistic processes as in other ethnic region of Russia as in the whole Federation.

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Introduction

Tatarstan is the unique region in the Russian Federation because of variety of represented groups, cultures and language. Tatarstan is inhabited today by representatives of more than 115 nations. From them 53% are the Tatars, 40% –Russians, and the remaining 7% – chuvash people, Mordovians, Mari people, Ukrainians, Bachkirs and other ethnic minorities. Multi-ethnic character of the Republic of Tatarstan attracts foreign researches [1-4].

In 1992 according to the Law “On languages of the Republic of Tatarstan” Russian language and Tatar language were recognized as state languages.

Since that time the main tasks of the language policy is to enhancing its status, increasing its role in public life as well as to maximize the number of its speakers [5: 35]. The solutions of this important problem is primarily due to introduction of information-communicative technologies, which are based on basic rules of modern lingvodidactics and complement the traditional forms of learning in the educational process [6: 103].

Methods

In the research following methods were used: comparative method (to identify the essence of sociolinguistics phenomena); method of induction (by researching of the selected sings for the research of the language situation and language policy); descriptive method (for achievement of complexity of the submission of the researched material); method of observation (for a holistic perception of the impact of language policy on the language situation for the selection of scientific facts and signs that can indicate the basic tendencies of language development) etc.

The main part

Since 1992 had strengthened the available functions of the Tatar language in fields of national culture, religion, theater, art, translation, periodical press, radio and television. With the Russian language became the Tatar language the language of upbringing (kindergarten) and education (primary, secondary schools and partly in high schools), the language of training and educational literature, partially in sciences (mainly in humanities). As we can see there is a gradual acquisition of linguistic symmetry in the functioning of the Russian and the Tatar languages in these areas.

The relevance of the functioning of the Tatar language as a state language forces us now to refer the experience of the past. In 1921, 71 years ahead of the Law on the Tatar language in 1992, firstly the Tatar language was declared as a state language and it was done a lot of work for implementation of this decision.

The ordinance, which with the Russian language the Tatar language as a state one declared was adopted on 25 June 1921 [7: 5-7], i.e. on the first anniversary of the Education of Tatarstan. However in early years the work was mainly of declarative character.

On the one hand, small quantity of the Tatars, working in public institutions prevented the implementation and on the other hand the shortage of qualified persons equally well knowing the Tatars and the Russian languages prevented the implamentation. The terrible famine of the 1921 and its consequences prevented the development of this work. Only since the middle of 1922 began to appear new ordinances and decrees. They devoted to the implementation of

the Tatar language of the Tatar language not only in public institutions, but also in cooperatives, trade unions, cantons and counties, rural counties. Only after that began a large company in the truest sense of the word.

This work was led by the constant Central Commission for the implementation of the Tatar language specifically created under the Central Executive Committee of Tatarstan. The Central Commission organized the work of the implementation of the Tatar language in 50 organizations, in their subordinate institutions and 12 cantons [8: 11].

The Committee of education played a role of a real engine of the implementation of the Tatar language as a state one. By working under this leadership the General Directorate of Social Education, General Directorate of Professional Education and Academic Center in the country have done a lot of work for the implementation of the Tatar language as a state one.

In the 20 years the schools of first four years and the schools of the second stage (seven- or nine years), the schools for the peasant youth worked under the leadership of the Directorate of social education. In the Tatar schools of the first stage the teaching was in the Tatar language, but since 1924 appeared the opinion that it is necessary to pay more attention to teaching in the Russian language. As it is known from history this direction unfortunately received later an intensive development and displaces the Tatar language from schools. The adherence of this position proved that in the future children of Tatars cannot continue their education, because in schools of the second stage, in professional-technical educational institutions the teaching is in the Russian language and for admission to the university it is also necessary to know the Russian language [8: 17].

If in ordinance of 1921 the learning of the Tatar language was only on request, that according to the instructions adopted on 21 December 1922 the learning of the Tatar language became compulsory in all schools of the second stage, in schools for the professional education, party schools, faculties and universities for worker's and also in the last classes of schools of the first stage in cities [10: 5]. Although this work was implemented, the results were disappointing and deplorable especially in relation to the process of learning of the Tatar language by Russian children. The program for learning of the Tatar language was published only in 1927 [9: 25].

The work of professional schools, courses and universities those years was led by the main directorate of the professional education. There is a significant shift by attracting of the Tatars in these schools. Thus, during the 1922-1931 the number of

the Tatars studied in universities increased to 18.8% [8: 18]. In 1920-1925, 6 colleges and 1 business faculty were opened for the Tatars. In order to facilitate the admission of the Tatars in schools training courses and groups were formed.

Based on numerous resolutions of the State the learning of the Tatar in secondary schools and in higher educational institutions the learning of the Tatar language became compulsory [7: 9, 13]. As we can see from report of the Central Commission students were required to take exam on the Tatar language as on other subjects, to those, who had not taken this exam, diploma were not issued. If diploma were still issued there was an appointment at absence of a test on the Tatar language in them [8: 18].

The Academic Center of the Tatarstan, which led educational, pedagogical work and literary activities have done a lot of work for the implementation of the Tatar language as a state one. Its work was carried out in three directions: scientific and pedagogical, publishing and regional history.

The most important work of the scientific and educational commission was to create programs for different types of educational institutions, educational curricula and textbooks. 20th years – this is a period of denying of old programs and textbooks and a period of searching and rushing for creation of new programs.

At this time new programs for the learning of the Tatar language for schools of 1 and 2 stages, responsible workers, government agencies, Russian schools and colleges were created by the Academic Center [8: 19]. Most textbooks have been created by copyright collectives. Among the authors were eminent scientists as M. Kurbangaliev, R. Gaziz, G. Sharaf, H. Badigy, G. Sayfullin etc. These books were completely imbued with the ideas of the basis of Marxist theory and labor process. In this period the denying of the subject system and the creation of an integrated system of textbooks which dictated the program in the Russian language spread widely.

For editing of books published in the Tatar and Russian languages, in the languages of national minorities the editorial board was created under the Academic Center. In the republic all manuals, textbooks, training manuals and scientific works were published only after review and approval by the Academic Center. Most of these works were books in the Tatar language [8: 19]. Besides checking manuscripts, edition and publication authority, the Academic Center published editions “Education”, “Our way” and in the Russian language “Messenger of education”.

Academic Center also deals with the creation of scientific terminology in the Tatar language, for this purpose a special commission was formed. Under

its leadership in the newspaper “Tatarstan” and in the publishing department of people’s Commissariat of Agriculture separate commissions also work. . On basis of the resolutions on the establishment of terms in the Tatar language, the Academic Center deals with establishment of the terminology in many sciences and with publishing of manuals on these subjects. For public available scientific works and popular science books are published. Until 1927 it was established about 15 thousand of the Tatar terms and numerous terminological dictionaries on different subjects [8: 20].

In 1923-1927 The scientific society of the researching of the Tatars working under the Academic Center contributes greatly to the research of the language of Tatar people, its history and culture, attracts leading scientists including the Tatars specialists. Since the formation of the society as a chairman works the professor of the Russian history N. Firsov, M. Hudyakov, E. Chernyshev and G. Rahim work as secretaries during several periods.

The number of members of the society increases annually and to 1929 reaches 28. Among members of management were G. Rahim, Dzh. Validi, G. Gubaydullin, G. Ibrahimov, M. Kurbangaliev, G. Maksud, G. Sharaf, G Sagdi, M. Tagirov, M. Hudyakov etc.

Most intensive activity of society begins since 1925. At that time increases the number of general meetings, society begins to publish its special edition – the magazine “Messenger of scientific society of researching of the Tatars”. The magazine publishes important reports, which were read during general meetings of society, as well as individual works of researching character In 10 number of magazine, managed to be published, 75 scientific articles and 75 small notes, reviews and other materials were printed. Via its printed edition scientific society of researching of the Tatars establishes regular communication with 120 scientific societies, educational and educative organizations and societies located in the territory of the USSR and of foreign countries. The relationships with Berlin, New York, Hamburg, London, Rome, Harbin etc are establishing [9: 26].

Conclusions

Our research showed that the implementation process of the Tatar language continued about 15 years. That was the first step by the implementation of the Tatar language as a state one. However it turned out, that the process as a whole, as well as in particular in education met great difficulties. As a result of the research we came to the following conclusions:

1. Despite the fact that in 1921 the process of the implementation of the Tatar language began under great inspiration, in the late 20s and especially in 30s, when began the realization of the Stalin’s idea of non-national, one-language communistic society and people who had opportunity to oppose to this idea became to tragic victims of the worship of personality the Tatar language was completely supplanted by the Russian language from all shears of life.
2. Consequences of revolution, a bloody civil war and a terrible famine in 1921 were to the biggest obstacle by the work at the implementation of the Tatar language.
3. The lack of money, i.e.–limited financial sources is one of the biggest reasons being a lot of times given in several sources.
On the one hand the government issued numerous resolutions on the implementation of the Tatar language and on the other hand the money for this work were not allocated. Many commissariats and central organizations were forced to realize these resolutions at their own expense.
4. The lack of the financing led to the other difficulties. Here are some of them: it were taken a lot of decisions on the realization of ideas on the increasing of salary, of the awarding of material incentives of workers who knows two languages, but this work was not found implementation, due to the lack of financing the organizations could not have special translators and trainees, buy books and typewriters; experts of the Tatar language were forced to look for another, more payable job because of the low salary.
5. One of the main obstacles for the implementation of the Tatar language is the lack of desire of non-Tatar population to learn the Tatar language. This was that part of the population, which still had deal without knowledge of the Tatar language and which considered, that this work was useless and meaningless.
6. A scarcity of experienced, skilled Tatars professionals also caused a great difficulty for the implementation of the Tatar language as a state one, although different types of institutions, central courses of the Tatar language worked hard for the elimination of these difficulties.
7. Some difficulty was caused also by the alphabet, based on the Arabic script.

Summary

The process of the implementation of the Tatar language as a state one occurred during the difficult years of the civil war, famine, changing

conditions to the Latin alphabet from the Arabic alphabet, during the years of sharp social-political changes in the violent years of the worship of personality and mass repressions. Despite these conditions the process of the implementation of the Tatar language as a state one had fulfilled its functions and perhaps only because of this during the years of adjustment it became possible to give to the Tatar language with the Russian language the official status of a state language.

Gratitude

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