

Linguo-didactic peculiarities of Tatar language teaching course

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Abstract. The paper deals with linguo-didactic peculiarities of course Tatar language teaching. The article presents a historical insight into 1920-1930 of the XX century in respect of short-term Tatar language courses for Russian. Linguistic and methodological peculiarities of modern educational means, used in the process of adult linguistic education, are also studied. In present-day situation, the teaching system for Tatar, as a state language of the Tatarstan Republic, combines traditional and innovative components, aimed at further improvement of the communicative competence of the students. Integral scientific investigation of linguo-didactic peculiarities of Tatar course teaching as a second language provides an opportunity to elaborate the methodological recommendations to implement them into educational process.

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Introduction

The adoption of the Law "About Languages of Nations of the Tatarstan Republic" in 1992 promoted the increase of role of Tatar language in social life of the republic, extension of its social functions, creation of favorable environment for its study by different social, age and professional segments of population. All this, in its turn, resulted in increase of those, who showed interest in Tatar language study in order to get the communicative skills to intercourse in different scopes of activity and real-life situations [1: 35]. In order to implement the Law "About Languages of Nations of the Tatarstan Republic", the government of the Tatarstan Republic claimed responsibility for maintenance, study and development of national languages of the Tatarstan Republic, what was reflected in the fundamental documents, the most important among which are the following: a Government program "Maintenance, Study and Development of State languages of the Tatarstan Republic and other languages in the Tatarstan Republic for 1994-2003"; a Government Program "Maintenance, Study and Development of State languages of the Tatarstan Republic and other languages in the Tatarstan Republic for 2004-2013". At the present, the Ministry of the RT approved a new Government Program "Maintenance, Study and Development of State languages of the Tatarstan Republic and other languages in the Tatarstan Republic for 2014-2020". It provides the implementation of dozens of measures, aimed at creation of equal and favorable conditions for further development of all languages and cultures, presented in the republic. Among them, the organization of free Tatar language courses for broad segments of population is presented in a separate line. It is

particularly topical to implement into educational process the information-communicative technologies, based on main principles of modern linguo-didactics, and supplement the traditional forms of education [2: 103], [3], [4].

The problems of development and harmonious interaction of state languages in the Tatarstan republic, the interrelations of language and society, linguistic situation in the process of globalization frequently become the object of special studies of both Tatar linguists and foreign authors [5], [6].

Procedure

A methodological basis of scientific investigation is presented by competence, personal-oriented, system and activity approaches to the pedagogical process study. A complex analysis of linguistic and speech material, subject to practical acquisition during the study of Tatar as a second language, requires the use of comparative, quantitative and lexico-semantic and contrastive methods. The study is based on the descriptive method, which allows presenting the modern state of Tatar language teaching in the short-term courses. To implement the linguo-didactic aspects of investigation, we suggest using a method of synchronic analysis, which is supplemented by the diachronic analysis in describing.

Main part

A brief insight in the past provides an opportunity to state, that in 1921, for the first time in the history, the Tatar language was declared as a state language, alongside with Russian. A process of implementation of the Tatar language continues for nearly 15 years; it plays a definite role in

consolidation of positions of the Tatar language as a state one.

The main tasks of implementation of Tatar as a state language, alongside with establishment of legal and practical equality of Tatar and Russian languages in all state and social institutes of the republic, intense attraction of Tatar-clerks to administration, establishment of active main paperwork management in Tatar language in all those institutes and enterprises, where the Tatar constituted the majority of the services population, with preservation of passive paperwork management in Russian etc., were also determined the following: training of specialists from Tatar population by means of short-term courses for the relevant specialties; intense acceptance of Tatar into educational institutions, and Tatar language teaching to Russian department officers and Russian students in educational institutions etc. [7: 10-11].

If in accordance with the provisions of 1921, the Tatar language teaching was determined only for those who wish, then, based on the instruction, adopted on the 21st of December in 1922, the Tatar language study became obligatory in all secondary schools, vocational schools, political schools, workers' faculty and higher educational institutions for all students [8: 24-25].

From the beginning of 1921, in order to teach Tatar language to Russian and to train the specialists, knowing two state languages, the courses-clubs on Tatar language teaching to Russians begin working in different central organizations, commissariats and cantons. If in the beginning, especially in the first provisions of 1921, the work on course organization was provided by the enlightenment commissariat, then, this work was managed by the Central commission on Tatar language implementation. The clubs were formed in order to teach Russian clerks everyday language, writing, reading, paperwork in Tatar, free expression of thoughts in Tatar, both in oral and written form. The classes were to be conducted based on communicative approach, and, as far as possible, with practical incline for implementation of Tatar language in relevant institutes and enterprises. As per the limits, set by the Academic center, in order to teach Russians the Tatar language, 400 hours at average are required: 200 hours for the purpose of reading fluently and writing in Tatar, for possessing enough volume of colloquial language, in order to receive those, who come to organization, to understand general content of letters and papers, and 200 hours additionally, to finalize different papers and reports freely [7: 24-25].

Although the courses were not to be organized on obligatory basis, but at will and in order to help those, who have opportunities to study Tatar; however, observing the indifference of Russian clerks

to Tatar language study, some companies and commissariats raise a question about the obligatory Tatar language study. For instance, Tatkozhtrest, on the 31st of January in 1924 issued the following decree: "The clerks, not attending the courses without good excuse, would be punished: a strict notice for one absence, holding of one-day salary in favor of the Air Fleet for two absences, and for three absences - the request to the Trust and Trade Union to dismiss the clerk from the current position for the failing to fulfill an order of the Tatarstan General Executive Committee [7: 25].

A Commissariat of Domestic Affairs, Labor Commissariat and Capital Veterinary Administration also proclaim the Tatar language courses obligatory for workers. It is evident that it was impossible to make great advances only by means of administrative measures, but it is interesting the following: as per the data, presented by the Central Commission, it is these organizations and commissariats on Tatar language teaching to clerks that proceeded. The work in Department of Communications, Financial Commissariat, Fabrication Trust Administration and Metal Trust was also carried out at adequate level.

The sources show that all commissariats, different institutes: unions, trusts, clubs, banks, publishing houses, editors offices, artillery regiment, even the prison had the clubs for Tatar language study. The information about opening of courses in Tatarstan Statistics Administration and State Political Directorate remains unknown. Their request was dissatisfied for the lack of money [7: 25].

The documents show that in 1932-1933 there was an attempt to join small and separate courses and to unite them in one center: two-year Central courses were organized in Tatar General Executive Committee. The courses were guided by three-person management: the director of courses Sh. Bikchantaev, the instructor-organizer Kh. Salimov and the secretary V. Gladyshev. There were 8 teachers in the staff. An outstanding Tatar writer and poet Adel Kutuy and a scientist-linguist Latip Dzhalyay were among them. The institutes had a positive opinion about Adel Kutuy as per the survived documents. For instance, Kazan Railway Brotherhood informed that he favorably differed from another teachers, tried to provoke interest in the students, but, unfortunately, he was promoted to another place [7: 26].

However, in almost all documents of 1920, it was categorically mentioned that the courses-clubs for Tatar language study did not provide the real results. Despite the long-term work of the courses, Russian clerks did not learn to speak Tatar and could not be engaged in the activities in Tatar language. For instance, in 1929 there were only 22 courses-clubs, 597 clerks studied Tatar language there. A review

team, formed in the enlightenment commissariat, checked 80 people for the level of Tatar language, only one of them got a positive mark! After 1934 there was no any data about such courses [7: 26].

The Tatar language clubs for non-Tatar were not very popular, as: a) the classes were given in the evening after the 8-hour working day, and the clerks had to participate in meetings, lectures and to fulfill the assignments of the organization after the working day; b) the chiefs and executive officials could not find time to attend classes; the clubs, involved only the technical personnel, were not prestigious; c) the group of those, who attended the classes, was constantly changing, complicating the teacher's work and reducing the training results; d) there was no precise determination of quantity of hours for language study, as well as a specific timetable e) the alphabet, based on Arabic graphics, also made difficulties for Russians during Tatar language study; f) there was no sufficient control over the work of clubs, their management and organization of their work changed hands etc. [7: 27-28].

For the last 20 years, after the Tatar language was declared a state one in 1992, by the decision of the Cabinet of Ministers of the Tatarstan Republic, short-term courses were organized every year in different organizations and institutes (branch ministries, hospitals, polyclinics, libraries, schools, the Mayor's office of Kazan, the Cabinet of Ministers of RT, State Council of RT, Presidential Administration etc.). The main purpose of these courses was to teach the clerks of different ranks and the representatives of different professions to communicate in Tatar in most typical real-life situations, to express thoughts in speech communication precisely and emotionally. The classes were held by the experienced teachers, who were trained for intense educational technique. They executed this important task with responsibility, as the result of the work mainly depended on their methodological proficiency, as well as the relation of audience to the training process. The use of intense training technique at the courses provided the teachers with an opportunity to work self-sufficiently with different audience, with different educational resources, constantly self-improving and successfully solving the assigned tasks. According to our long-term experience in this direction, it is possible to deserve love of the course audience only in this way; only then they will pass the whole course of studies and will further tend to study Tatar at advanced levels. In these new conditions, taking into consideration the changes of social mandate, new textbooks and study guides in compliance with real requirements were developed. As an example, it is possible to take the textbook "Tatar Tele. Intensive Course" [9], which was repeatedly reissued thanks to its popularity among

those, who study Tatar at different courses not only in Tatarstan, but also beyond its boundaries, abroad (Germany, the USA, Turkey etc), when teaching the foreign students. The textbook was developed taking into consideration the last achievements of Tatar linguo-didactics, scientific-methodological developments of famous scientists-linguists and supervisors in the sphere of Tatar language teaching (M.Z. Zakiev, R.A. Yusupov, F.S. Safiullina, A.Sh. Asadullin, F.F. Kharisov, Ch.M. Kharisova, N.Kh. Salekhova, A.Sh. Yusupova etc.), and also the advanced educational experience, based on the principle: from simple to complex, from easy to difficult. Its peculiarity is in the fact that the authors proceeded from the purpose to teach the vivid Tatar colloquial speech at the examples of dialogues, close to native ones. It provided the course audience with an opportunity to be immediately involved into conversation in Tatar, escaping difficult and tedious rules.

The most widespread were the free courses of Tatar language for all comers, organized in 2012 under the implementation of the Law "About languages of nations of RT" by the Cabinet of Ministers of the Tatarstan Republic in association with the Institute of Philology and Arts of the Kazan Federal University. It was unexpectedly for the organizers themselves, but they got more than 1000 applications forms from those, who wanted to complete Tatar language training. Subsequently, according to the analysis of the questionnaire results of the course audience, the majority was interested not in obtaining of certificate, but in acquirement of Tatar language as a means of communication, required for establishment of personal and social contacts [1: 38]. It is also necessary to underline the fact that free expression of will, based on not forced study of Tatar language, but on social need to acquire it as a means of communication, promoted the formation of positive relation and high motivation to the studied subject and each lesson in course audience. The students, joined in groups, despite the different age and social status, showed interest to the study of Tatar language, culture and national features of Tatar people. Pretesting was held for effective organization of courses; it allowed distributing all trainees into groups according to the level of Tatar language proficiency. Those, who started to study the language from elementary level, constituted the majority. The main methodological task in these groups constituted in development of communicative competence of the students in main types of speech activity (listening, speaking, reading and writing) taking into consideration the spheres of communication. At the same time, there were formed several groups for Tatars, who never studied their native language as a subject in virtue of different

circumstances, but could speak only at the mundane level. These groups had the task to improve the culture of oral and written speech, to teach the audience to use the richness of native language, taking into consideration the literary norms. Alongside with that, all groups paid main attention to the development of oral speech, acquiring of Tatar language as a means for real communication with interlocutors, removal of psychological barriers. As is known, the course system for Tatar language study shall meet the changing needs of audience, involving, first of all, the formation of communicative competence, and also to take into consideration the sociocultural aspects of the language. In this connection, when developing the educational programs, we rested on the personal-activity approach, which provides a close relation of practical language use and the process of its study. It is this approach that provides the speech orientation of the teaching process, its maximal approaching to natural communication, for the audience to be able to learn, how to communicate, in communication. As a result of fulfilling of definite speech actions, aimed at perception, understanding and production of dialogic and monologic texts in compliance with the assigned topic or situation of communication, the course audience forms the ability and readiness to communication in everyday life, as well as competence in intercultural dialogue. Thanks to intense speech activity at each lesson, the students have an opportunity to evaluate objectively their general and linguistic competences, react quickly and dynamically to their mistakes, conquer the "lack" of words, recourse to non-verbal means of communication, show readiness in the use of assimilated lexical and grammatical units and solve the communicative tasks successively. Communication serves to studying, linguistic perception, general development. Thanks to it, the atmosphere in the classes provides the successful acquisition of communicative skills and their use in the situations of real communication. The teachers of the courses pay special attention to creation of favorable psychological climate at the lessons, in order each trainee feels comfortable in communication, tends to demonstrate his communicative achievements, overcoming worry or fear to make mistakes. For this purpose, the situational tasks are frequently used at the lessons; they are connected with everyday life, solution of definite life problems, i.e. close to the situations of real communication.

A new textbook "Let's Speak Tatar" [10] was suggested as the main means of teaching for Russian-language groups; it is aimed at the formation of speech, language and socio-cultural competence in course audience. In development of this original study

guide, the teachers of the Kazan Federal University rested on their long-term experience of intense Tatar language teaching to Russian-language and foreign students, and also audience at different courses. It presents such colloquial topics, as "Learning of languages", "Family. Studies. Work", "House. Flat", "Sport and leisure", "In the shop", "Visiting", "National holidays", "Communication with friends" etc. It contains enough exercises for the audience to acquire practically the most active speech patterns of Tatar language, core vocabulary and learn to create an oral or written utterance according to the communicative situation. A system of tasks, presented in the textbook, is aimed at elaboration of trainee's skills to use the required lexical units and to form them grammatically correct into sentences according to the topic of utterance; to transfer the acquired speech skills to similar situations in order to make up a monologic utterance. The course audience also learns to use synonymic variants of lexical units in the utterances, speech structures of evaluative and modal character; to make up a monologic utterance based on prop words, by analogy with set speech patterns based on the suggested questions; to use the words and sentences, proving the author's relation to the content of what is discussed, in the monologic text, and to transform the content of utterance, if necessary, etc. The following tasks from the textbook can be given as an example: 1) Listen and make up a dialogue following the pattern; 2) Complement the dialogue; 3) Tell about yourself following the pattern; 4) Read the sentences and put the questions; 5) Telephone a friend and ask how is he etc. The systematic use of such tasks for each studied topic, undoubtedly, promotes deepening of linguistic knowledge of the course audience and acquisition of skills of their practical use in continuous unity, and also understanding of speech of native speakers. Thus, the audience of short-term courses of the Tatar language learns to set and solve the communicative tasks, to use verbal and non-verbal communication means adequately, to follow the speech etiquette, be polite and kind communicants.

It shall be noted that the textbook content is formalized aesthetically; previously, it was paid less attention to it. It is illustrated brightly, creating the additional motivation of the audience to study language. At the same time, the textbook presents rich culturological material (patterns of oral folk arts - proverbs, tongue twisters, puzzles, counting rhymes; the poems of famous Tatar poets; the texts about national traditions of Tatar nation, its culture, history, literature, about such outstanding personalities, as Yu. Akchura, S. Maksudi, R. Sagdiev, A. Abbas, R. Nigmatullin, R. Syunyaev, S. Saydashev, M. Dzhalil, G. Kamal, Kh. Tufan, S. Gubaydullina, R. Nuriev, B.

Urmanche and others, who contributed much to glorification of their nation).

Upon completing the courses, the audience passes the final testing in order to get a certificate of the standard form, which includes the tasks on main kinds of speech activity, and also on vocabulary and grammar. They are developed by teachers in compliance with the levels of study: A1, A2, B1, B2. The tasks are presented on main kinds of speech activity, as well as on vocabulary and grammar.

Conclusion

Tatar, as a state language, is popular at present in many spheres of human activity that is why the government of the republic pays much attention and creates the opportunities for population to study it. This is proved by our experience, the experience of other educational institutions, which do their best to intensify the linguistic education in our republic.

A course system of Tatar language studying, besides the educational task, also promotes the solution of more important task in modern polyethnic society - the upbringing task. It is aimed at formation of tolerant attitude between the representatives of more than hundred nationalities, living in our republic.

Summary

A course system of education, as an educational model, provides the audience with an opportunity to improve their linguistic skills, to open new values, to join to human values through the cultural prism of the Tatar nation, to enlarge their linguistic horizon and develop the communicative culture.

Course education promotes the formation of practical-speech and cultural multilingualism in the republic, the overcoming of existing disregard to the Tatar language study, both in some native speakers and in the representatives of other ethnic groups, living on the territory. It also contributes to improvement of Tatar language training technique, development and implementation of new educational means into educational process; in whole, it not only promotes the Tatar language and culture, but also makes the contacting nations closer to each other, maintains the interethnic consent in the Tatarstan Republic.

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As an educational model, the short-term courses are the most effective, as compared to the other forms, as the audience has an opportunity to adopt the experience of the other trainees.

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