

The System of Monitoring Language Competence in the Tatar Language among Students¹

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Abstract

The study examines the linguistic and methodical features of the organization and monitoring of residual knowledge of the mother tongue (Tatar language) among students who have mastered the basic general educational program, examines tasks for schools with the Russian language of instruction. The relevance of this topic is due to the need to generalize pedagogical experience to improve the quality of instruction in the native (Tatar) language and determine forms and methods of work for the further development of students' language abilities. The article discusses the goals, objectives and the main content of monitoring knowledge of the Tatar language among Russian-speaking students. It also provides an analysis of the types of tasks aimed at identifying students' level of listening, reading and writing skills, as well as linguistic competence (lexical and grammatical skills). The main problems associated with the introduction of test technology in the school's practice of monitoring and evaluating the results of educational activities of students in the Tatar language are associated with improving the objectivity and quality of control and measuring materials. The article is the first experience in covering the test technology of control in the Tatar language, which allows to give a comparable assessment of the linguistic achievements of students in secondary schools. Such studies will contribute to the activation of test forms of diagnosis of communicative abilities of students in accordance with international language competencies, the dissemination of positive experience in this area.

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1. Introduction

Improving the quality of humanitarian education provides for the introduction of innovative forms of work not only in the content of language learning, but also in the system of control of linguistic abilities of students, providing timely feedback between students and the teacher. New technologies of pedagogical control of educational achievements of students in the Tatar language are gradually being introduced into the practice of the school. The objectification of materials for measuring and assessing the level of preparedness in the Tatar language, developed in accordance with international standards of language competencies, is a dictate of the time, since control is one of the most integral components of the entire educational process. Its main function is to diagnose linguistic and speech competencies formed in students in the process of learning the Tatar language. As noted in modern linguistic and methodological literature, testing as a method of pedagogical measurement allows you to obtain quantitative characteristics and, based on them, use special scales to evaluate and compare: the level and quality of training of students in the framework of one educational program; the quality of different educational programs in one subject area; quality of teaching. To this end, in the Republic of Tatarstan, a monitoring system has been created for the mother tongue (Tatar language) for students in grades 9. In this case, the final control is carried out at the request of the student (at the choice of the subject by the student) as the main state exam on the subject of native (Tatar) language. In this article, we consider the linguistic and methodological features of organizing and conducting monitoring in the native (Tatar) for students of schools with the Russian language of instruction. Such testing in the Republic of Tatarstan has been carried out since 2010 and shows the potential for providing an objective assessment of the level of linguistic preparedness of students.

The purpose of the study is to summarize the positive experience in using test technology to assess the level of practical knowledge of the Tatar language of students who have mastered the basic general educational program in Russian groups of schools with the Russian language of instruction. In accordance with the program requirements, the study of the native (Tatar) language in a Russian school is aimed at developing students' communicative competence, understood as the ability and willingness to communicate in the state language. To monitor the level of formation of the main indicators of communicative competence (speech, language, sociocultural competencies), various types of assignments are used during the monitoring of graduates of a basic school. The fulfillment by students of the totality of the tasks presented makes it possible to assess the correspondence of the level of their language training reached by the end of their education in a basic school with the level determined by the approximate program for teaching the Tatar language.

2. Methods

The main methods that were used in this study: a comparative method, an analytical method and a generalization method.

The study mainly used the descriptive method. To determine the chronology and sequence of language processes, a comparative historical method was used. To analyze the frequency and regularity of the vocabulary of lexical units, the statistical method was used. Also, the methodological base of the research is: an approach that determines the unity of activity and consciousness; axiological, culturological, hermeneutic approaches, allowing to interpret the lexical-semantic features of synonyms in the common Turkic linguistic environment.

3. Results

The results of the test of residual knowledge of students show that this model of the monitoring system for the quality of Tatar language teaching makes it possible to objectively assess the level of language and speech training of students, as well as the level of teaching, obtain reliable and differentiated grades, statistically accurately analyze the process of obtaining language education and see further prospects. its development, identify gaps in the assimilation of program material and timely eradicate them. It is also important that testing in this format allows you to find out the dynamics of the formation of the communicative competence of students and their educational achievements in mastering the Tatar language within the school curriculum.

4. Summary

The implementation of the monitoring system for students of secondary schools in the Republic of Tatarstan was carried out in stages. At first, control and measuring materials were developed taking into account the main criteria for didactic tests (validity, correctness, differentiating ability, etc.), as well as related documents (specification in Tatar and Russian, codifier, criteria for evaluating tasks of a detailed test answer). The next stage was training seminars for school teachers involved in checking test results. In the 2010/2011 academic year of the academic year, for the first time, trial testing was organized in the native (Tatar) language for students of grades 9 of individual comprehensive schools as an experiment. From 2012 to 2016, full-scale testing was conducted, and from 2017, monitoring of knowledge in the native (Tatar) language is carried out in the form of the main state exam for students to choose a subject. Depending on the type of educational institution, students complete assignments in three categories: 1) test assignments for students in schools with the Tatar language of instruction; 2) assignments for Tatar groups of schools with the Russian language of instruction; and 3) assignments for Russian-speaking students of schools with the Russian language of instruction, which is due to the school curriculum in this subject.

When developing control and measuring materials in the Tatar language, we proceed from the fact that “a test is a tool consisting of a qualimetrically verified system of test tasks, a standardized procedure for conducting and a pre-designed technology for processing and analyzing results” (Mayorova, 2002; Shaker Mehdi Rahimi, & Zare, 2016). The study of the Tatar language in Russian-speaking groups is aimed at ensuring the students' ability to communicate in everyday life (Khusnullina et al., 2016; Salakhova & Sibgaeva, 2017; Guryanov et al., 2017; Cook, 2019). to interaction and mutual understanding in a multilingual society (Khanova et al., 2017; Galimova et al., 2017; Yakupov et al., 2018; Rakhimov & Yusupova, 2016; Gayazov et al., 2016). Although there are different types and methods of learning a language (Online School EF-ANA TELE), the knowledge gained in a subject during studies at a secondary school is more effective and durable, as monitoring practice shows.

The test work on the Tatar language for Russian-speaking students consists of four sections, which contain tasks on listening, reading, vocabulary and grammar, and writing. The listening test section includes tasks for understanding authentic texts. Students mostly complete these tasks within 30 minutes. The vocabulary and grammar section is also designed for 30 minutes. The writing tasks section is given more time, since there are two types of tasks. Students need to write remarks in accordance with the given communicative tasks, and later it is proposed to write a personal response letter according to the proposed option. In each section, the following types of tasks are used: compliance tasks; tasks with a choice of one of the two proposed answers; tasks with a choice of one answer from the three proposed; tasks with a short answer; tasks for speech situations and 1 task with a detailed answer. During the seven years of monitoring in the Republic of Tatarstan in different years, the number of tasks varied and ranged from 27 to 38 tasks.

Testing in the Tatar language for Russian-speaking students according to the structure of tasks consists of 3 parts. The first part is tasks with a choice of answers from several proposed ones (multiple choice tasks), including tasks for finding a match. They are aimed at checking the understanding of the main content of the heard and read texts and the location of the requested information in them. The second part is assignments with a short answer, which are aimed at testing the lexical and grammatical skills of graduates. The third part is tasks with a detailed answer: writing replicas in accordance with speech situations; writing a personal letter.

Students first complete listening exercises. To do this, use the statements of interlocutors in common standard situations of everyday communication, pragmatic (announcements) and informational audio texts. First, students perceive dialogues by ear and determine their places of action, and then listen to monologic statements and establish correspondence between the statements of each speaker and the statements given in the assignment. Then, students complete assignments to understand the main content of the read text and understand the requested information in the read text. In this case, they are offered pragmatic, popular science, journalistic and literary texts.

To complete grammar tasks, a coherent authentic text is also used in which individual words are missing, and their initial forms are indicated next to sentences. Students should use these words related to different parts of speech in the correct grammatical form. The control system in the Tatar language requires taking into account the linguistic features of the material being studied, since each language consists of units that are different in their communicative significance. Control testing in the Tatar language, its forms and methods, types of tasks are determined by the language specificity of the selected material, the originality of communicative constructions used in Tatar speech. With a couple of things said, when developing tasks, the emphasis is on including in the tasks those forms that are most common in Tatar speech and whose practical mastery causes certain difficulties for Russian-speaking students (nouns with affixes of affiliation in different cases, temporary forms of verbs, case forms of demonstrative pronouns, forms of participles and participles, analytical verbs expressing the degree of the course of action, as well as analytical forms with modal meanings of desire, intends, oia, opportunities / impossibilities, necessity, etc.). Fulfilling the tasks of the next section requires students to be most prepared in the Tatar language, as they are of a lexical and grammatical nature. It is in this part of the work that students experience the greatest difficulties and make numerous mistakes. Students read authentic text and instead of omissions they must form a new word from a given root and use it in the correct grammatical form. To do this, they must know the most productive word-building affixes, with the help of which nouns, adjectives, verbs and other independent parts of speech in the Tatar language are formed. In order to check the development of students' written writing skills, monitoring includes tasks for understanding the communicative task and writing replicas in accordance with a given speech situation; writing a personal letter on a given topic. For the successful completion of the above tasks, students must learn how to use language tools to solve communicative tasks in various speech situations, observe with the intact features of Tatar speech, in which pronoun constructions are present in large numbers; numerous types of affirmative, interrogative, and negative sentences. That is why it is important to teach students to use the structural types of interrogative sentences (with the particle *-mi/ -me*; with interrogative pronouns); choose syntactic models taking into account the communication situation and lexically fill them correctly; transform one speech sample into another; ask questions without reference to a sample; use clichés in speech inherent in Tatar colloquial speech; use, in necessary situations, replicas of an evaluative and modal nature of the type: *Yariymi? (Can I?). Yakhshi (Good). Shep (Excellent)*; use the formulas of Tatar speech etiquette. As a result, students master the ability to construct statements taking into account specific speech tasks, while expressing their attitude to the content of the message and using all possible means of the language (expressiveness, imagery, rhythm, emotionality, patterns of speech etiquette, etc.).

All sections use texts and situations within the following topics: About yourself. A family. Relatives and friends. Everyday Life. Day regimen. Leisure

Holidays and congratulations. National traditions of the peoples of Russia and the Republic of Tatarstan. Hobbies The world of the Internet. Sport. The appearance and character of a person. My environment School time. Future profession Elementary Science The nature of the native land. Ecology Republic of Tatarstan, etc. Students should know such general information: the names of capitals, major cities of the country and rivers, the population of Tatarstan, sights, prominent representatives of the Tatar people, etc. It should be noted that the content of the control and measuring materials for monitoring in the Tatar language is fully determined on the basis of the sample program.

Before testing, the minimum number of points is established, confirming the students' mastering of the program of basic general education in the Tatar language. The minimum score in the Tatar language is determined by the volume of knowledge and skills, without which it is impossible in the future to continue education in a secondary school. Graduates of grades IX who scored no lower than the minimum score in testing in the Tatar language must demonstrate:

- understanding of the main content of the heard text;
- understanding of the requested information in the listened text;
- understanding of the main content of the read text;
- understanding of the requested information in the listened text;
- vocabulary and grammar and spelling skills;
- Writing skills on a specific topic or problem.

The authors-developers of the tests pay special attention to the selection of controlled content in the tests and rely on the following criteria: the significance of the selected language and speech material; its scientific nature and representativeness; systematic and complex language elements. Due to the fact that testing is one of the forms of assessing the level of practical knowledge of the Tatar language of students who have mastered the basic general educational program, when developing test tasks, we are guided by the requirements of the Federal State Educational Standard and the regulatory documents adopted in the country in the field of language education. In addition to highly qualified philologists, experienced teachers of secondary schools are also involved in this work, as they can better determine the level of difficulty of the proposed tasks and know from the work experience the possible answers of the students. It should be emphasized that the developed test variants undergo a thorough examination.

As the experience of preparing for testing in the Tatar language shows, one of the urgent problems is the development and publication of textbooks for schoolchildren with various options that make it possible to repeat all the studied language and speech material for the course of the main comprehensive school, and to deepen communication skills. Thanks to such developments, the teacher can prepare students for testing, the exact following of instructions, as well as for the

implementation of the most complex lexical and grammar tasks and writing a coherent text.

5. Conclusions

All of the above gives reason to conclude that monitoring residual knowledge in the native (Tatar) language is designed to help improve the quality of language education in the republic, and to develop and deepen the linguistic and communicative abilities of students.

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