



Language Policy of the Tatarstan Republic in Globalization Context

Leysan Marsofna Musina

Higher School of Economics and Law, Department of foreign languages, Kazan Federal University; LeMMusina@kpfu.ru

Abstract

Nowadays, there is a task in the republic of Tatarstan to preserve and popularize the national language. In the republic of Tatarstan today, there is a large number of enterprises with the participation of foreign capital, which play a high-priority role in the economy of our republic. Thus, language policy has to take into account the needs of modern society, that is, along with the popularization of the national language, it is also necessary to create favourable conditions for the study of foreign languages. Such measures will help to nurture not only a spiritually rich, harmonious, but also a modern society that meets the needs of a progressive world. The paper considers the main points of the language situation and language policy in the Republic of Tatarstan. The research offers a review of the main aspects of language paradigm in the region.

Keywords: Language Policy; Language Situation; Linguo-Ethno-Ecological Approach; Interlingocultural Approach; Intercultural Communication.

1. Introduction

During the period of powerful globalization processes, society should support and develop minor languages, as they are often at the risk of extinction. This is primarily due to the fact that the languages of national minorities limitedly function in most prestigious areas such as science, medicine, international cooperation, etc. However, it is important not to forget that in a progressive society, where various fields of activity are increasingly confronted with intercultural communications, knowledge of foreign languages becomes the necessary condition for the growth and development of both an individual and the state as a whole. In the period of globalization, covering all spheres of life of the world community and the openness of information flows between national borders, language policy is the main way to ensure the development of society, as well as the only tool for ensuring measures to resolve cross-national and interethnic conflicts. Glumova E.P. defines language policy as a unity of ideological principles and various measures aimed at solving the problems of language in society and the state (Glumova, 2018). The team of authors, edited by Bitkeeva A.N. in their scientific publication take the following understanding of language policy: the set of measures that the state and society take to preserve or change existing languages and language subsystems (Bitkeeva, 2015). Bestolkova G.V., in her scientific work, relies on a term that expresses language policy as part of the general policy of the state, carried out for the purpose of political goals. (Bestolkova, 2013). Gulinov D.Yu. considers the definitions of the language policy of such famous scholars as Belikov V. I, Russo L.Zh., Schweizer A.D., Avrorin V.A and on the basis of analysis describes this phenomenon as follows: language policy is a set of measures taken by the state or other body with the appropriate authority to consciously influence the language (Gulinov, 2011). A brief dictionary “Language Contacts” gives a concise definition, indicating that language policy is the principles and practice of solving language problems in a multilingual society (Koren’kova, 2012). In the framework of this study, we will adhere to the definition of language policy that Mustafina D.N.: language policy is the activity of the state in regulating its own language paradigm in order to bring it into the line with the goals and task of the state’s national policy.

Today, in the context of globalization, language policy should be aimed at fostering multilingualism, which implies knowledge of not only the native, but also the international language (Grin & Kraus, 2016; Lukyanova, Morozova, & Paymakova, 2020; Maklakova, Mustafina, Mustafina, & Sokolova, 2017; Pashayeva, 2018). This fact reveals the need



to review and update the language policy, where the language is the main tool of communication and, in turn, in the conditions of modern society becomes a key aspect of improving the social status of the individual (Johnson, 2013).

1.1. Research Objective

The key points of the linguistic situation and language policy in the Republic of Tatarstan are considered in the document. The study provides a review of the key facets of the region's language paradigm.

2. Material and Methods

As the methodological, analytical, practical and theoretical basis of the research were the works of foreign, domestic scientists and specialists in the field of linguistic and cultural studies. The scientific works of foreign experts in the field of intercultural communication and ethnology were analyzed, which made it possible to identify the need in new, modern approaches to shape the language policy of the Republic of Tatarstan.

Based on the statistical data of the territorial body of the federal state statistics service for the Republic of Tatarstan, as well as information that is freely available and obtained in previous research results, the author identified the need to learn a foreign language, which is associated with a large number of foreign enterprises in the Republic of Tatarstan.

The main measures for the implementation of the language policy in the field of popularization of the national language, as well as for the conduct of the language policy in the linguistic field were considered. As a result, statistical, comparative, and systematic methods were actively applied in the study of language policy formation in the Republic of Tatarstan in the context of powerful globalization processes (Anderson et al., 2009; Clesse, Lighezzolo-Alnot, De Lavergne, Hamlin, & Scheffler, 2018; Collier, 1993; Wallace, Dahabreh, Schmid, Lau, & Trikalinos, 2013).

3. The Role of National and International Language in Forming the Language Policy of Tatarstan

In Tatarstan language policy is aimed at preserving the cultural heritage of the republic, in particular the Tatar language, while taking into account the interests of representatives of the Russian nation. In Tatarstan, 53.2% of the Tatars of the total population live. According to population censuses for 1989, 2020, 2010, we observe a steady growth of the Tatar population - 4,7% in 20 years (Table 1), where according to the results for 2010, we see that of the indicated language proficiency, 93% of Tatars speak the Tatar language (Federal State Statistics Service, 2010) (Table 2).

Table 1. *Population censuses for 1989, 2020, 2010*

| year | 1989 | 2002 | 2010 |
|--------------------------|------|------|------|
| Tatars in total in RT, % | 48,5 | 52,9 | 53,2 |

Table 2. *93% of Tatars speak the Tatar language*

| | 2010 | The number of people fluent in Tatar | The percentage of people fluent in Tatar, % |
|---|-----------|--------------------------------------|---|
| All population of RT (who indicated in questionnaire) | 3 774 212 | 1860294 | 49,3 |
| The Tatars who live in the territory of RT (who indicated in the questionnaire) | 2 005 937 | | 92,7 |

Another important factor for the language situation in Tatarstan is global processes. Thanks to modern technologies, the Internet, and intensified international relations, borders are losing their significance, which leads to more interaction between countries, cultures and languages (Arutyunova, 2018; Safina, 2020).

The language situation of Tatarstan has its own unique features since Tatarstan is geographically located within Russia. A large number of not only representatives of Russians and Tatar, but also other nationalities live here. A great contribution to the study of the linguistic situation of Tatarstan was made by Bayramova L.K, showing in her studies how the linguistic picture of the republic gradually changed in connection with the dialogue of Russian and Tatar culture, as well as other nationalities. According to the author, a significant role in these changes was played by wars, the Christianization of the Kazan Territory, the educational system, and the media (Bayramova, 2001). According to a sociological inquiry conducted in 2018, representatives of the Tatar and Russian culture in the vast majority (69% of



Russians and 62% of Tatars) do not agree with the statement that there is a language conflict in Tatarstan (Kuzmina, 2018; M Asratyan et al., 2018; Maximova, Belyaev, & Laukart-Gorbacheva, 2017). Based on this survey, a favourable interethnic climate is maintained in Tatarstan.

Obviously, in a rapidly developing environment, language competition is noticeable. Along with the official languages, the international language, English, is coming to the forefront. English is often included in the pre-school program, general education, as well as in the programs of high education. This is due to the fact that globalization processes in the labour market have led to the high importance of western languages among the young population (Jackson, 2012; Washington, Okoro, & Thomas, 2012). The young generation is a promising part of society, which long-term plans of the state are aimed at. The future of the national language, as well as teaching international languages, is directly related to the interests and needs of youth (Sagitova, 2015; Sagitova & Khasanova, 2016).

Despite the fact that the labour market does not fully engage Tatar language, in the last decades there has been an active search for ways to attract young people to study Tatar language (Maklakova et al., 2017; Sagitova, 2015; Sagitova & Khasanova, 2016). A good example is a project of the Republic of Tatarstan “Preservation, study and development of the state languages of the Republic of Tatarstan and other languages in the Republic of Tatarstan for 2014-2020”. This program includes many activities aimed at the development of Tatar language, such as Tatar Olympiads, creating television channels, magazines, newspapers, online services, and grant programs.

4. Results and Discussion

The Republic of Tatarstan is one of the leading regions of Russia; therefore, approaches to solving all kinds of tasks of language policy have a modern focus. For example, in order to popularize the Tatar language, a large number of Internet projects were launched in the republic, where the largest were: localization of the Tatar language in Microsoft Windows products, a joint project with Abby Lingvo, the introduction of the Tatar in the search engines Yahoo and Google. The republic of Tatarstan comes out on top in the number of media outlets (166) in the regional language (Tatar / Russian-Tatar) (Liliya, Jamila, & Alan, 2017).

Language policy works closely with the education system, which is a key tool for the development of languages (J. N. Mustafina & Biktagirova, 2016). Today, at a time when the world has stepped into the era of industry 4.0, we are talking about the need to introduce Education 4.0 in the scientific processes of all educational institutions. Education 4.0 is an innovative approach that, using adaptive platforms, allows the use of various educational practices, helping the teacher find an individual approach to each student, taking into account his abilities and interests (Chernova & Mustafina, 2017; Tan et al., 2018). Within Industry 4.0, it is important to highlight educational analytic systems (LA) that can optimize student progress through data collection and processing. Such systems allow the teacher to quickly assess student performance and time to identify the risks of falling performance (Alloghani et al., 2018; J. Mustafina et al., 2018). Today, LA platforms (for example, Moodle) can significantly increase interest in learning both foreign and regional languages.

When increasing the prestige of the national language, it is important to consider the interests of youth and a younger population. In addition to creating various Internet resources, it is necessary to localize the Tatar language in gaming applications, both educational and entertaining (Petrov, Mustafina, & Alloghani, 2017). When searching for applications on the world portal of the Android system “PlayMarket”, we found no more than four and, in the AppStore system no more than five educational applications in the form of a game in the Tatar language. This speaks for the need to develop this area.

Also, among children, youth and adults, various commercial language courses are very popular. They are attracted by non-standard approaches in teaching, unique techniques, and modern classes. According to the data of the 2GIS city map, in the territory of the two largest cities of the Republic of Tatarstan (Kazan and Naberezhnye Chelny), there are more than 170 language schools offering services for teaching English and other foreign languages. As for the Tatar language courses, the only centre for the study of the Tatar language at the Kazan Federal University in Kazan is marked on the 2GIS map. Also, there are six free Tatar language courses that take place in 4 mosques of Kazan, at the mosque of Naberezhnye Chelny and at the Russian Islamic Institute in Kazan. We believe that the state should facilitate commercial courses on opening classes teaching the Tatar language, which will attract modern youth to study the national language of the republic.

5. Summary

Based on the foregoing, the modern linguistic situation in the context of globalization requires linguoethnoecological and interlinguocultural approaches. The linguoethnoecological approach is especially necessary for the language policy of Tatarstan since its goal is to recognize the importance of the native language. The approach is aimed at popularizing the mother tongue among citizens, the need to know their belonging to a certain ethnic group, as well as to a multicultural society that speaks several languages. The above approach creates a sense of pride among citizens of their multilingualism, while it does not matter if we are talking about the languages of Russia or about foreign languages. The interlinguocultural approach is aimed at entering society into an intercultural space, where it can easily adapt to new cultures, as well as be able to speak an international language (Lundberg, 2018; Shen & Gao, 2019).

6. Conclusions

Currently, scientists, political leaders, key financial institutions and modern youth are interested in new approaches to the formation of language policy. We believe that today the problem of language policy in the context of globalization requires further study. It is necessary to develop relevant solutions and targeted measures for language training that will consider the needs of modern society, as well as help the Republic of Tatarstan be in the same arena with international leaders. To do this, it is necessary to educate a multilingual society where the prestige of learning a regional language will be correlated with the prestige of learning a foreign language.

According to the results of statistics for 2018, Tatarstan is in 6th place in terms of GDP among 85 regions of the Russian Federation (Federal State Statistics Service, 2018). Tatarstan is one of the attractive regions for migrants, which indicates its prosperity and prestige (Slavina, Mustafina, Gataullina, & Nurutdinova, 2017). These facts should become the absolute motivation for studying the Tatar language, along with the international language, not only among the Tatars themselves but also among other nationalities living in the territory of one of the most successful regions of Russia - Tatarstan.

6.1. Contribution

In order to recognize the need for new, modern methods to form the language policy of the Republic of Tatarstan, the scientific work of international experts in the field of intercultural communication and ethnology has been examined.

Acknowledgements

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

References

- Alloghani, M., Al-Jumeily, D., Hussain, A., Aljaaf, A. J., Mustafina, J., & Petrov, E. (2018). Application of machine learning on student data for the appraisal of academic performance. *2018 11th International Conference on Developments in ESystems Engineering (DeSE)*, 157–162. IEEE.
- Anderson, S. R., Auquier, A., Hauck, W. W., Oakes, D., Vandaele, W., & Weisberg, H. I. (2009). *Statistical methods for comparative studies: Techniques for bias reduction* (Vol. 170). John Wiley & Sons.
- Arutyunova, E. M. (2018). Ethno-linguistic problems and prospects in educational sphere of the Russian Republics (the case of Bashkortostan). *Sociological Studies*, 4(4), 25–35.
- Bayramova, L.K. (2001). *Asymmetry of the Tatarstan language model. Language and society on the threshold of the new millennium: results and prospects*. from. 78-79. [In Russian]
- Bestolkova, G.V. (2013). *The role of language policy in the process of intercultural communication (for example, the US language policy)*. Communication in the modern multicultural world: ethnopsychological analysis (collection of articles), p. 267. [In Russian]
- Bitkeeva, A.N. (2015). *Language policy in the context of modern language processes*. [In Russian]



- Chernova, N., & Mustafina, J. (2017). Electronic Educational Resource " Post-Graduate Foreign Language" and the Obtained Learning Curve. *2017 10th International Conference on Developments in ESystems Engineering (DeSE)*, 145–148. IEEE.
- Clesse, C., Lighezzolo-Alnot, J., De Lavergne, S., Hamlin, S., & Scheffler, M. (2018). Statistical trends of episiotomy around the world: Comparative systematic review of changing practices. *Health Care for Women International*, 39(6), 644–662.
- Collier, D. (1993). The comparative method. *Political Science: The State of Discipline II*, Ada W. Finifter, Ed., American Political Science Association.
- Federal State Statistics Service. (2010). *All-Russian Population Census*. Volume 4. National composition, language proficiency, citizenship. [In Russian]
- Federal State Statistics Service. (2018). *Gross regional product by constituent entities of the Russian Federation in 1998-2018*. [In Russian]
- Glumova, E.P. (2018). *Language policy of the Russian Federation in the field of teaching foreign languages*. Language policy and linguistic security, Materials of the scientific and educational forum, 30-36. [In Russian]
- Gulinov, D.Yu. (2011). *Language Policy: Definition and Characterization*. Bulletin of the Volgograd State Pedagogical University, 7-11. [In Russian]
- Grin, F., & Kraus, P. (2016). *The politics of multilingualism: Linguistic governance, globalisation and Europeanisation*. Amsterdam: John Benjamins.
- Jackson, J. (2012). *The Routledge handbook of language and intercultural communication*. Routledge.
- Johnson, D. C. (2013). What is language policy? In *Language policy* (pp. 3–25). Springer.
- Koren'kova, T. V. (2012). Pankin VM, Filippov AV Language contacts: A concise dictionary.—M.: Flinta; Nauka, 2011.—160 p. *RUDN Journal of Language Studies, Semiotics and Semantics*, (4), 92–98.
- Kuzmina, K. K. (2018). Review of publications on the functioning of the tatar language in mass media in the Republic of Tatarstan. *Revista San Gregorio*, (25), 29–35.
- Liliya, S., Jamila, M., & Alan, M. (2017). Regional languages in cyberspace. *2017 10th International Conference on Developments in ESystems Engineering (DeSE)*, 139–144. IEEE.
- Lukyanova, G. O., Morozova, N. N., & Paymakova, E. A. (2020). The Language and Cultural Policy of the Middle East and Northern Africa Countries Within the Framework of Educational Development and Multiculturalism: The Case of Jordan and Morocco. *6th International Conference on Education, Language, Art and Inter-Cultural Communication (ICELAIC 2019)*, 397–402. Atlantis Press.
- Lundberg, A. (2018). Multilingual educational language policies in Switzerland and Sweden: A meta-analysis. *Language Problems and Language Planning*, 42(1), 45–69.
- M Asratyan, N., M Gibadullin, R., D Asratyan, Z., R Magizov, R., V Nurullina, R., I Shpeka, I., & V Levchenko, M. (2018). Language Processes And Bilingualism In Polyethnic Environment: The Envisitigation In The Republic Of Tatarstan. *Modern Journal of Language Teaching Methods (MJLTM)*, 8(3), 171–180.
- Maklakova, E., Mustafina, J., Mustafina, L., & Sokolova, I. (2017). New Approaches in the Language Policy of France: Language of Education, Language of Survival, Language of Former Parent State. *EDULEARN17 Proceedings*, 2147–2152.
- Maximova, O., Belyaev, V., & Laukart-Gorbacheva, O. (2017). Transformation of the system of bilingual education in the Republic of Tatarstan: Crossover ethnolinguistic controversies. *Journal of Social Studies Education Research*, 8(2), 15–38.



- Mustafina, J., Galiullin, L., Al-Jumeily, D., Petrov, E., Alloghani, M., & Kaky, A. (2018). Application of learning analytics in higher educational institutions. *2018 11th International Conference on Developments in ESystems Engineering (DeSE)*, 163–168. IEEE.
- Mustafina, J. N., & Biktagirova, G. F. (2016). Education policy of the Russian Federation in teaching co-official languages. *International Electronic Journal of Mathematics Education*, 11(6), 1847–1856.
- Pashayeva, G. (2018). Language as a soft power resource: The case of Azerbaijan. *Language Problems and Language Planning*, 42(2), 132–143.
- Petrov, E., Mustafina, J., & Alloghani, M. (2017). Overview on modern serious games for regional and minority languages promotion. *2017 10th International Conference on Developments in ESystems Engineering (DeSE)*, 120–123. IEEE.
- Safina, K. (2020). *Bilingualism in the Republic of Tatarstan: Language policy and attitudes towards Tatar language education*.
- Sagitova, R. R. (2015). The Russian language portfolio as an effective technology in foreign language lifelong learning. *Journal of Sustainable Development*, 8(5), 108.
- Sagitova, R. R., & Khasanova, N. F. (2016). The formation of self-educational competence of university students in the process of foreign language learning. *Turkish Online Journal of Design Art and Communication*, 6, 2525–2529.
- Shen, Q., & Gao, X. (2019). Multilingualism and policy making in Greater China: Ideological and implementational spaces. *Language Policy*, 18(1), 1–16.
- Slavina, L., Mustafina, J., Gataullina, C., & Nurutdinova, N. (2017). Linguistic and cultural socialization of migrants by means of education (Case study: Tatarstan, Russia/California, the USA). *EDULEARN17 Proceedings*, 2121–2129.
- Tan, S. Y., Al-Jumeily, D., Mustafina, J., Hussain, A., Broderick, A., & Forsyth, H. (2018). Rethinking our education to face the new industry era. *Edulearn 18. 10th International Conference on Education and New Learning Technology (Palma, 2nd-4th of July, 2018): Conference Proceedings*, 6562–6571. IATED Academy.
- Wallace, B. C., Dahabreh, I. J., Schmid, C. H., Lau, J., & Trikalinos, T. A. (2013). Modernizing the systematic review process to inform comparative effectiveness: Tools and methods. *Journal of Comparative Effectiveness Research*, 2(3), 273–282.
- Washington, M. C., Okoro, E. A., & Thomas, O. (2012). Intercultural communication in global business: An analysis of benefits and challenges. *International Business & Economics Research Journal (IBER)*, 11(2), 217–222.



© 2020 by the authors. Licensee Shahid Chamran University of Ahvaz, Iran. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution–NonCommercial 4.0 International (CC BY-NC 4.0 license). (<http://creativecommons.org/licenses/by-nc/4.0/>).

