



Tatar Language in the General Education System

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Abstract

This article discusses the issues of Tatar language teaching in the system of general secondary education. The Tatar language is taught in the educational institutions of various types in the Republic of Tatarstan. For this purpose, the exemplary programs, training packages, audio and video materials, and interactive study materials have been developed and approved. During the research, various aspects of the educational process were analyzed; positive results and the reasons for students' success were defined; the compliance of educational materials with the age characteristics of students and their interests were determined; the tools for the assessment of the level of Tatar language proficiency were established; the main approaches and technologies, used in Tatar language lessons, and the conditions for advanced training of Tatar language teachers were investigated. In the course of field study, the survey of teachers of Tatar language and literature, working in the comprehensive secondary schools, was conducted; as well as a written survey of schoolchildren of different classes for their attitude to the learning of Tatar language was carried out.

Keywords: Tatar Language; General Secondary Education; Training Content; Educational Technologies; Control System.

1. Introduction

On the initiative of the company EF Education First, which accompanies the functioning of the online school for Tatar language training “Ana Tele” and with the assistance of the Ministry of Education and Science of the Republic of Tatarstan, a field study was conducted in 2019. The purpose of this research was to obtain objective information about the state of Tatar language training in the general education system, as well as to identify the effectiveness of various components of this system (goals and motives, content, educational technologies, control, methodology, teacher's methodological competence). General education organizations (Tatar gymnasiums, schools with the Russian language of instruction, urban and rural schools) of the Republic of Tatarstan were involved in this study,

Despite the fact, that the issues of Tatar language teaching and the methods of teaching in different groups have been studied by many domestic scholars (A Kabirova, S Fatkhullova, N Denmukhametova, & I Zekrist, 2019; Gafiyatova, Gaynutdinova, Galiakhmetova, & Levchenko, 2019; Galimova, Nabiullina, & Oner, 2017; Khanova, Kirillova, & Alkaya, 2017; Khusnullina, Islamova, & Bolgarova, 2016; Rakhimova & Yusupova, 2016; Salakhova & Sibgaeva, 2017; Shakirova, Zamaletdinov, & Ashrapova, 2018) the attitude to the language and subject, taught in educational institutions, has changed due to the changes in public opinion. The field study was carried out with the aim to investigate this process.

The field study materials were developed under the guidance of Dr Christopher McCormick, the member of the Royal Society of Arts, Executive Vice President for Academic Affairs at EF Education First. They were combined in 6 blocks: educational standards; content; educational technologies; assessment; teacher's qualification, methodology.

The main goal of the study was to analyze modern approaches to Tatar language teaching. At present, the methodological breakthrough is needed in the linguistic and cultural training of students, and the issues of native language teaching are extremely acute.



1.1. Research Objective

The main objective of the study was to analyse the current system of Tatar language teaching, as well as to understand the motivation for Tatar language learning among the students of the Republic of Tatarstan. This explains the relevance of the given article.

2. Material and Methods

In the course of study, the survey of teachers of Tatar language and literature, working in the comprehensive secondary schools, was conducted, as well as written survey of schoolchildren of different classes for their attitude to the learning of Tatar language was carried out (Abdullazyanovich, Hanipovna, Kamilovna, & Faritovna, 2015; Aydarova et al., 2017; Safina, 2020). This made it possible to identify positive results and the reasons for students' success while learning the Tatar language; the compliance of educational materials with the age characteristics of students and their interests; the tools for the assessment of the level of Tatar language proficiency; the main approaches and technologies, used in Tatar language lessons, and the conditions for training of Tatar language teachers in the Republic.

The method of theoretical analysis, questionnaire and observation method, statistical method and the method of generalization were used in work (Gutman & Nurmieva, 2019; Kayumova, Sheymardanov, Akhtarieva, & Zhundibayeva, 2019; Niyazova et al., 2019).

3. Results and Discussion

According to the results of the study, the overall goal of Tatar language training, when passing from one level of education to another, is to develop students' speech, language and ethnocultural competencies.

When learning the Tatar language, the students of Tatar gymnasiums set the following goals: knowledge of their native language, the language of their parents and ancestors; the study of history and culture of the Tatar people through language; the acquisition of correct speech, literate writing and pronunciation; knowledge of the traditions of native people for their transmission to future generations; the access to communication and fluency in the language; a sense of pride in their people; respect for the mother tongue; conscious attitude to it as a cultural phenomenon. The objectives of Tatar language learning in Russian-speaking groups are the following: to learn how to communicate in Tatar, taking into account speech capabilities and needs; to put their knowledge into practice. The main motivation for the students, learning Tatar language, is living, training and further activities on the territory of bilingualism; proficiency in two state languages, that will help them to become a demanded personality in the future, to realize their life plans, and to join different cultures. According to teachers, from the point of view of the development of communication skills and competencies, depending on the type of school, some achievements are positive results in teaching students their native (Tatar) language. Such achievements include the following: in Russian-speaking groups, primary school students can use phrases and expressions in speech communication; at the middle level they understand the general content of what they have read and listened to, they are able to communicate in dialogical and monological forms; know how to work in pairs, in a group, can perform project works. In Tatar gymnasiums, the students are fluent in Tatar language and study all subjects in their native language. They have a large vocabulary, can express their opinions on various problems, defend their points of view, know the basics of oral and written speech, can skillfully present themselves in various fields and communication situations. At the same time, training is accompanied by a study of Tatar culture that allows students to realize their belonging to this ethnic group, to the region of permanent residence; to comprehend their own ethnocultural origin. Regarding the educational process in Russian-speaking groups, teachers in their responses emphasized that at the lessons they paid more attention to the development of students' communicative competence for all types of speech activity (listening, speaking, reading, and writing). In Tatar schools, more time was devoted to the study of phonetics, vocabulary, and grammar of Tatar language. They believe that the teaching of Tatar language in schools has not the only educational purpose, but is also aimed at the development of personality, based on universal and national values. According to teachers, in the future, the competencies in speaking and listening will come in useful for the students of Russian-speaking groups, reading and writing – for the students of Tatar gymnasiums.

The main documents, defining the pedagogical activity of teachers of Tatar language and literature, are exemplary programs for these subjects (Exemplary programmed for the subject "Tatar language (non-native); Exemplary program for the subject "Native) (Abdullazyanovich et al., 2015; Husnutdinov et al., 2017; Kharisov, Mirzagitov, &



Shakurova, 2015). They are developed in accordance with the Federal State Educational Standard of Primary General Education and Basic General Education. Teachers in their answers confirmed that such programs were made, taking into account the age characteristics of students; systematicity, continuity and depth of material are preserved in them, topics are logically connected. It was also noted that they provide clear guidance for each age group. Critical remarks were made on the exemplary program of Tatar literature teaching for Russian groups, which did not correspond to the age characteristics and level of training of students.

Several training packages for both Tatar students and Russian-speaking students have been developed for Tatar language and literature teaching in general education institutions (Gilmardinova, 2019; Kalganova & Kirillova, 2017; Solnyshkina, Sadykova, Ashrapova, & Harkova, 2017). The training package includes a textbook, a book for the teacher, interactive materials, and a workbook. In addition to training packages, teachers use interactive materials from various electronic sources in their work: journal “Magarif. Tatar Tele”; “Tatar school” sites; online school “Ana Tele”, “Aida online”; portals “belem.ru”, “giylem.tatar”, “edu.tatar.ru”, “elbette.ru”; “tatkniga.ru”, as well as Wikipedia in the Tatar language. The most effective and affordable among them is the online school “Ana Tele” (<http://anatele.ef.com>).

The study revealed that the teaching materials in the training packages (especially for elementary school) corresponded to the age characteristics of students, the tasks were clear and accessible, so the children worked actively in the classroom. At the same time, teachers noted that in the textbooks for basic school, there were few tasks on listening, on the development of oral speech. More vital reading texts are needed so that students do not lose interest in the subject. To improve Tatar language teaching materials for Tatar gymnasiums, teachers offer to add specific exercises for each topic by the levels of complexity (for gifted children, for mid-level and low-level students). At the lessons of Tatar language, creative teachers use the method of analysis of speech situation (case method); brainstorming method, carousel method, cinquain method, rapid-fire questions, wish chain method, Ikebana method, reflective conversation method, etc. All these types of work are most effective when the class is divided into subgroups, and the work is carried out collectively.

The system for an assessment the level of students' knowledge in Tatar language and literature is used at schools as follows: upon completion of basic general education, students optionally pass the Basic State Examination (OGE); upon completion of secondary education, they optionally pass the Unified Republican Examination (ERE). Throughout the year, students have the opportunity to prepare for this exam (Tatar language and literature. Preparation for the main state exam. Kazan, 2020). To assess the current level of proficiency in the Tatar language in schools with the Tatar language of instruction, oral and written works are used. In schools with the Russian language of instruction, the level of students' communicative competence is assessed. Teachers share the view that the tasks for Russian-speaking students should be compiled, taking into account the lexico-grammatical minimum for the main types of speech activity. The tasks for Tatar schools should not be reduced to checking written language; it is also necessary to evaluate the oral speech of students.

Teachers of the native (Tatar) language and literature have the opportunity to take advanced training courses in 5 republican universities on relevant topics. However, as the study showed, the teachers would like to take advanced training courses in other interdisciplinary areas (for example, psychology courses). Teachers also offered to increase practical hours for masterclasses and seminars for young teachers and to provide internship sites for the exchange of experience for skilled teachers.

One of the research sections provided for the study of the control system for teachers work, held by the administration of a general education organization, by the representatives of the methodological department of a district or city. Many teachers indicated that the schools organized a mutual attendance of lessons by subject teachers and humanitarian teachers, in order to share experiences and to organize interdisciplinary relationships. Based on the results of observations, the analysis and self-analysis of the lesson are carried out, recommendations are given, and positive aspects are indicated in every school. Such methodological shortcomings are observed the most frequently: insufficient use of IT technologies at the lessons; lack of additional work with low-level students; irrational use of time at the lesson; formalism in the selection of exercises and tasks; incomplete provision of students with individual tasks; an overload of students, etc.). It should be emphasized that such control is especially important for beginning teachers.

Teachers of native (Tatar) language and literature, working in Russian schools, coordinate educational materials with the teachers of foreign languages and Russian language and literature. Teachers, working in Tatar schools, coordinate educational materials with the teachers of Russian language and literature, history and other humanitarian subjects. This is done in order to identify the interdisciplinary relationships in the educational process and to conduct the integrated class and after class activities.

The research has shown that the main professional qualities, necessary for Tatar language teacher in modern realities are the following: proficient knowledge of the subject, love for children and a sincere desire to teach and to instil human and life values in them, as well as creativity and innovative approach to work, the desire for self-improvement, correct assessment of own abilities as a teacher. This is required by communicative and personality-oriented approaches, which form the basis of training in the system of school language education.

Answering the question, what would you change in the exemplary programme, most teachers emphasize, that it is necessary to simplify the school curriculum in Tatar language and literature, systematizing the material; to increase the number of hours for learning the subject; to combine the lessons of Tatar language and literature in Russian-speaking groups; to include the texts about famous people, exploits of the Tatar people, sights of the republic, as well as the excerpts from the works of modern Tatar writers in the textbooks. Teachers believe that at the lessons, it is necessary to devote more time to communication, speaking, and performing situational tasks. The most important proposal is the creation and implementation in practice of schools of modern teaching materials with interactive components.

4. Summary

The main goal of the study was to analyze modern approaches to Tatar language teaching, insofar as the methodological breakthrough in the linguistic and cultural training of students is currently needed, and the issues of native language teaching are extremely acute.

In schools, the communicative and personality-oriented approaches are taken as the basis for Tatar language teaching. Together with the methodological competence of the teacher, they meet the students' requests to learn the Tatar language as a means of interpersonal and intercultural communication.

To solve key problems, it is necessary to increase the level of methodological competence of Tatar language teachers, so that they have the ability to interest students in the subject and to motivate them, to take into account their individual characteristics, and to develop speech activity.

It is important to improve the teaching materials for Tatar language and literature, taking into account the age characteristics and interests of students, as well as to introduce an interactive training model systematically in school practice, using creative tasks, educational games, audio and video materials.

The research was very useful methodologically because it allowed identifying both the positive results of Tatar language teachers and the problems, which need to be addressed in the near future. The uniqueness of the study was that each teacher answered the questionnaire by personal attendance, directly in the presence of experts, without prior preparation, based only on their own experience, taking into account the working conditions at given school.

5. Conclusions

The field study once again confirmed the idea that Tatar language teaching in the general education system requires further didactic reflection, the creation of the modern interactive model, and using innovative technologies in the educational process. Such an understanding of the role of Tatar language as an educational discipline in a comprehensive school contributes to the solution of not only linguistic and methodological but also general problems of education.

5.1. Contribution

The research results can be used for dealing with the current and future problems, associated with the improvement of language education in the Republic of Tatarstan, while working out solutions for linguistic and cultural training of students, for the creation of interactive model for teaching Tatar language.

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