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Didactic Principles of Teaching Tatar Language as Non-Native

Principios didácticos de la enseñanza del idioma tártaro como no nativo

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ABSTRACT:

Modern educational culture has been undergoing serious changes. The Federal state educational standard sets new requirements for teaching all subjects, including languages, namely, the implementation of a system-activity approach in the organization of the educational process, which provides for the activities of students to form universal educational actions designed to ensure a high level of language training. The article is of practical significance and can be used by specialists in the field of linguodidactics and teachers in the process of teaching the Tatar language, as a result of which the communicative abilities of students will be significantly higher and stronger.

KEYWORDS: Communicative competence, linguodidactics, methodology, system-activity approach, teaching.

RESUMEN:

La cultura educativa moderna ha experimentado serios cambios. El estándar educativo estatal federal establece nuevos requisitos para la enseñanza de todas las materias, incluidos los idiomas, a saber, la implementación de un enfoque de actividad del sistema en la organización del proceso educativo, que prevé que las actividades de los estudiantes formen acciones educativas universales diseñadas para garantizar alto nivel de formación lingüística. El artículo es de importancia práctica y puede ser utilizado por especialistas en el campo de la lingüística y los docentes en el proceso de enseñanza del idioma tártaro, como resultado de lo cual las habilidades comunicativas de los estudiantes serán significativamente mayores y más fuertes.

PALABRAS CLAVE: Competencia comunicativa, enfoque de actividad del sistema, enseñanza, lingüística, metodología..

INTRODUCTION

Features of teaching Tatar as a non-native language are related to the fact that it involves simultaneous mastering of communication activities and foreign language means of communication; requires the creation of communicative and cognitive motivation of students; practical application of the skills formed in the lesson; increasing the creative orientation of teaching. With this in mind, the content and practical application in the educational process of the most relevant in the context of modern requirements of didactic

principles that directly affect the quality of mastering a non-native language are described in the given article (Shakurova & Mirzagitov: 2014; Lukankina et al.: 2017; Shakirova et al.: 2018).

Based on the purpose of training, there is a certain rethinking of the content of the existing didactic principles. However, all of them retain their significance, having been enriched with additional content taking into account the specifics of the language being studied and socio-political orientations caused by global changes in society (Fazliakhmetov & Yusupova: 2018; Salimova & Sabitova: 2019).

METHODS

The main methods of research are the following:

- Theoretical (the research and the analysis of pedagogical and linguo-methodology literature on the problem);
- Social-pedagogical (the analysis of existing programs and textbooks; study, generalization and systematization of advanced pedagogical practice);
- Experimental (the ascertaining experiment).

RESULTS

The core of any science is its laws, in other words, categories and principles. The methodology of teaching a foreign language draws a base for its “life” from didactics. The connection of methodology and pedagogy is organic and, if properly implemented, is very effective (Harmer: 2012).

Nowadays for the successful organization of bilingual (multilingual) training in the new language situation, the next is necessary: further development of the linguistic, psychological and pedagogical foundations of language teaching methods; the development of modern educational and methodological complexes that define communicativeness as the mainstream of the methodology of teaching Tatar in Russian-medium schools, as well as some rethinking of the content of existing didactic principles (Yusupova: 2014; Denmukhametova & Fatkhullova: 2017; Nurova et al.: 2018).

The many years of pedagogical experience of the authors and the analysis of educational and methodological literature from the point of view of the problem under study made it possible to identify the following didactic principles as fundamental in teaching the Tatar language: scientific, functional-semantic, the connection of theory with practice, consciousness and activity, situational and thematic, taking into account specifics of native language, accessibility and feasibility, an individual approach, educating and developing training, communicativeness, taking into account the Tatar and native culture, differentiation and integration of training, individualization of the educational process, and educational awareness. The practice has proven that these principles contribute to the correct and methodically appropriate conduct of training, significantly increase the effectiveness of teachers and students.

DISCUSSION

The communicative orientation, which is actively used in teaching foreign and Russian languages as non-native, is essentially not new. According to Mitrofanova et al. (1990), communicativeness is a fundamental category of methodology that focuses on the inclusion of students in a direct act of communication between themselves (or the teacher) to solve life problems that arise during the “changing reality”. The relevance and prospects of this direction are confirmed in the process of teaching the Tatar language.

A communicative approach to learning involves the relevant principles and slightly different selection criteria, the organization of educational material that interact with each other and serve a common purpose.

Important components of methodological science are considered to be general principles, interconnected and interdependent (Horlacher: 2011). Skilful organization of the educational process will allow us not to tear them apart, but to complement and integrate into the process of solving general methodological problems. Therefore, we decided to briefly describe only a few of them (Bondarenko et al.: 2018; Chugayeva et al.: 2019; Suleymanova: 2020).

The principle of science. In the methodology of teaching the Tatar language, this principle involves the consideration of information about the language. A prerequisite for this principle is the application of the results of new research on the theory of speech activity, the theory of training and education, developmental and educational psychology (Aydarova et al.: 2017; Khatun: 2019; Danilov et al.: 2020). Information given to students on the Tatar language should correspond to the level of development of the subject being studied – in our case, Tatar linguistics. When selecting material for students of Russian-medium schools, it is necessary to take into account accessibility and feasibility in its practical use. The information involved is primarily practical and applied, and at the same time, it must be brought into line with modern linguistic data. The principle of science provides for the careful selection of the studied material for all types of speech activity. For example, in the initial period of teaching Tatar as a non-native language, it seems appropriate to teach the noun and the verb primarily, acting in the sentence as the subject and predicate as the centre, the core of the speech utterance, and then the rest of parts of speech.

The principle of systematicity and consistency presupposes a system and sequence of the studied material and teaching methods of their training. It requires a connection learned with new information. In the lessons of the Tatar language, children rely on their native (Russian) language. The teacher's task is to involve all the skills and abilities they have in working with students and bring them to automatism. According to Danilov and Esipov (1957), the main rule of this principle is – “do not teach the next until the previous hasn't been learned”. For example, without having previously learned the features of the question who? what? – In the language being studied, it is unlikely that children will be able to make dialogues or small monologues correctly because of the question what? In the language being studied is put to all animate and inanimate objects, except for those that designate people.

Systematicity and consistency as a didactic principle serve not only to organize the entire educational process at school but also teaches students to follow it in their daily lives. This principle helps to draw knowledge systematically while observing a strict sequence (Fatkhullova et al.: 2013; Kharisov & Kharisova: 2014).

The principle of the connection of theory with practice. One of the leading principles in modern didactics is actively used in teaching Tatar in a Russian-language school. Students master its theoretical principles primarily for their practical oral use, as well as to read and write in the language they are studying. In other words, this principle is reflected in the predominance of the practical orientation of teaching Tatar: the teacher draws the attention of children to the need for proper use in the speech of theoretical information obtained in the lessons. For example, students encounter peculiarities of the word order in the Tatar language quite often: while answering questions, composing dialogues and small monologic statements. Therefore, in an accessible form, the teacher is obliged to explain the theoretical provisions, and then consolidate them practically when performing various speech and language exercises. The implementation of this principle is intended to serve the solution of the main task of teaching Tatar – to strengthen the communicative orientation.

The principle of consciousness and activity means that all linguistic phenomena to be assimilated must be perceived consciously and meaningfully. With this approach, knowledge and skills are firmly entrenched and stored for a long time in memory. For example, a teacher's message about the rules for pronouncing a consonant [w], expressed in Tatar words with the letters “Б” (“v”) (at the beginning of a word or syllable) and “y”/ “#” (“u”) (at the end of a word or syllable) will not help students to use it correctly in a speech. The only repetition of such words as part of special exercises will allow students to better master the articulation of sound. In this, the comparative pronunciation of words with consonants [v] and [w] will also play a positive role.

The educational activities of schoolchildren in the studied language can be intensified by various forms of work (frontal, individual, paired, and group) (Abdrakhmanova et al.: 2016), by compiling dialogues on a given topic using ethnocultural material, reading excerpts from the works of Tatar classics reflecting the

national identity, reading individual proposals for practising pronunciation, and doing written tasks. The activity of students increases markedly when the teacher works based on material familiar to students, for example, on a watched performance or video (Loneragan: 2014).

According to the principle of accessibility and feasibility, difficulties should be feasible for schoolchildren and differentiated at each stage, taking into account their age and the possibilities of learning material. This principle does not imply simplified training, which would lead to a decrease in motivation for the subject, but provides for the dosage of the teaching load according to known didactic principles. Accessibility is provided by the educational material itself, and the methodology for its submission and feasibility involves taking into account the real language abilities of children. Tasks should be compiled differentially based on the students' language preparedness in order to create the necessary conditions for the development of each child. We must always remember that learning is a lot of mental work for a student. Moreover, at the same time, not everything should be easy to learn; the student should strive to overcome difficulties. The teacher needs to know the potential opportunities, the amount of knowledge and skills of children that create the motive for their effective use in overcoming the next difficulties, the formation of new solid knowledge, skills in the Tatar language.

Principle of an individual approach is important and effective in teaching the Tatar language as non-native (Shaiakhmetova et al.: 2017). Individualization involves the creation of a positive motivation to master Tatar. Therefore, the teacher must take into account the natural abilities of the student to learn, his interests, because they are different in their abilities. Some children need to be paid much more attention, constantly monitoring their actions; for others, it is enough to explain once to get the desired result. It proves the importance and the need for teachers to have knowledge about the psychophysiological characteristics and capabilities of children of a certain age and helps to successfully conduct their educational process in the Tatar language and manage it at the proper level.

The principle of educational and developmental training. In Tatar lessons in Russian-medium schools, favourable conditions are created (Fazliakhmetov et al.: 2017) under which students receive wide opportunities for upbringing and development. Modern textbooks (printed and electronic) and Tatar language manuals for Russian-language schools with illustrations, reading materials and new information for children on ethnoculturology (Žogla: 2019) contribute to solving these problems.

In summary, we have found that when teaching the Tatar language as a non-native, it is necessary:

- Focus not only on individual teaching principles but also on their system, providing a scientifically based choice of goals, selection of content, methods and means of organizing the process of teaching a foreign language and creating favourable conditions;
- Consider each principle and its system as recommendations for implementing the basic laws and strategic ideas that form the core of the modern concept of education (comprehensive harmonious development of the individual, communicative and system-activity approaches, unity of training and upbringing);
- See other aspects of the pedagogical process and skillfully regulate their interaction, based on the principles of teaching and achieving a harmonious educational process.

CONCLUSION

In the process of teaching the Tatar language as non-native, the teacher should organize the activities of students in accordance with the most important didactic principles that determine the content, forms and methods of teaching. Skilful use of didactic principles, taking into account modern technologies, contributes to the solution of important methodological problems:

- Provides mastery of oral and written speech in a non-native language;
- Helps to learn program material faster;

- Makes it easier to remember the general and specific features of the learning language;
- Systematizes the acquired knowledge of students;
- Helps students overcome the psychological barrier, protecting them from all sorts of mistakes.

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