

Artículo de investigación

Sociolinguistic aspect of teaching turkish languages as a second language

Aspecto sociolingüístico de la enseñanza de idiomas turcos como segundo idioma

Aspecto sociolingüístico do ensino das línguas turcas como segunda língua

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Abstract

The article is devoted to the problem of teaching one of the Turkish languages – Tatar language as a non-native language in the conditions of the Republic of Tatarstan of the Russian Federation. It emphasizes the importance of taking into account the sociolinguistic aspect, as an effective means of teaching.

In the educational organizations of Tatarstan, after the adoption of the "Law about peoples languages of the Republic of Tatarstan", multilingualism successfully functions. Students study Tatar, Russian and one foreign language. In addition, national schools are required to learn their native language (for example, Chuvash, Udmurt, Bashkir, Mari etc.).

Conducting balanced language policy in the field of education serves mutual understanding, respect for the spiritual values of peoples, the development of their language and culture. The state status of the Tatar and Russian languages should be ensured by their parity use in all government bodies, enterprises and organizations, in the media, in the spheres of science, culture, service etc.

Since Tatar and Russian languages are state-owned in the republic, national-Russian and Russian-national parity bilingualism is the basis for the harmonization of interpersonal relations in a multinational state. In addition, Tatar language knowledge provides an opportunity to communicate with many representatives of the Turkish-speaking countries.

Resumen

El artículo está dedicado al problema de la enseñanza de una de las lenguas turcas: la lengua tártara como lengua no nativa en las condiciones de la República de Tatarstán de la Federación de Rusia. Enfatiza la importancia de tomar en cuenta el aspecto sociolingüístico, como un medio efectivo de enseñanza.

En las organizaciones educativas de Tatarstán, después de la adopción de la "Ley sobre los idiomas de los pueblos de la República de Tatarstán", el multilingüismo funciona con éxito. Los estudiantes estudian tártaro, ruso y un idioma extranjero. Además, las escuelas nacionales deben aprender su lengua materna (por ejemplo, Chuvash, Udmurt, Bashkir, Mari, etc.).

Llevar a cabo una política lingüística equilibrada en el campo de la educación sirve para el entendimiento mutuo, el respeto por los valores espirituales de los pueblos, el desarrollo de su idioma y cultura. El estado de las lenguas tártara y rusa debe garantizarse mediante el uso de paridad en todos los organismos gubernamentales, empresas y organizaciones, en los medios de comunicación, en las esferas de la ciencia, la cultura, el servicio, etc.

Dado que las lenguas tártara y rusa son de propiedad estatal en la república, el bilingüismo de paridad nacional-ruso y ruso-nacional es la base para la armonización de las relaciones interpersonales en un estado multinacional. Además, el conocimiento del idioma tártaro brinda la oportunidad de comunicarse con

The results presented in the article will help to solve the problems of creating comfortable conditions to master communicative, linguistic and ethnocultural competencies, and effective methods for solving learning issues and other Turkic languages.

Keywords: teaching, Tatar language, sociolinguistics, bilingualism, state language.

muchos representantes de los países de habla turca.

Los resultados presentados en el artículo ayudarán a resolver los problemas de la creación de condiciones cómodas para dominar las competencias comunicativas, lingüísticas y etnoculturales, y los métodos efectivos para resolver problemas de aprendizaje y otras lenguas túrquicas.

Palabras clave: enseñanza, idioma tártaro, sociolingüística, bilingüismo, lenguaje estatal.

Resumo

O artigo é dedicado ao problema de ensinar uma das línguas turcas: a língua tártara como língua não nativa nas condições da República do Tartaristão da Federação Russa. Enfatiza a importância de levar em conta o aspecto sociolingüístico, como um meio efetivo de ensino.

Nas organizações educacionais do Tartaristão, após a adoção da "Lei sobre as línguas dos povos da República do Tartaristão", o multilinguismo funciona com sucesso. Os alunos estudam tártaro, russo e uma língua estrangeira. Além disso, as escolas nacionais devem aprender a sua língua materna (por exemplo, Chuvash, Udmurt, Bashkir, Mari, etc.).

A execução de uma política linguística equilibrada no campo da educação serve para a compreensão mútua, o respeito pelos valores espirituais das pessoas, o desenvolvimento da sua língua e cultura. O estado do Tatar e Russo deve ser assegurada pela utilização de paridade em todas as agências estatais, empresas e organizações na mídia, nas áreas de ciência, cultura, serviços, etc.

Desde as línguas tártaras e russos são propriedade do Estado na República, a paridade nacional-russo e russo-nacional bilinguismo é a base para a harmonização das relações interpessoais em um estado multinacional. Além disso, o conhecimento da língua tártara oferece a oportunidade de se comunicar com muitos representantes de países de língua turca.

Os resultados apresentados no artigo vai ajudar a resolver os problemas de criar condições confortáveis para dominar habilidades comunicativas, lingüísticas e etno-culturais e métodos eficazes para resolver problemas de aprendizagem e outras línguas turcas.

Palavras-chave: ensino, língua tártara, sociolingüística, bilinguismo, língua estatal.

Introduction

Successful implementation of national language policy in a multilingual society is possible through a change in the socio-cultural stereotype of ethnic groups, increasing interest in learning the language of their ancestors, using modern achievements in ethno-pedagogy, taking into account the specifics of region but with the active participation and support of central and local authorities.

In Russian schools Tatar language appears as a subject of teaching, and not as a language of

instruction (there the language of instruction is Russian). The main task of the Russian school (within Tatarstan) is to teach children to speak, read, write in Tatar, to introduce them cultural, spiritual values of Tatar people (Kharisova C.M. et. al, 2015). Qualitatively new content has been given to language construction in the republic after the adoption of the law "The Republic of Tatarstan peoples languages" (1992). It guarantees equal functioning of Tatar and Russian languages as state and proves that our Republic

has the right to freely use these languages and create necessary conditions for their study.

Law determines possible ways of penetrating Tatar language into those areas peoples' life and state in which it previously did not function at all or operated very narrowly (Yusupov R. A. et. al, 2015): in the sphere of state bodies activity, enterprises, institutions and organizations, in the sphere of office work, official correspondence, legal proceedings, science, culture etc.

All these measures should restore and strengthen the functioning of Tatar language and thus confirm the actual equality of Russian and Tatar languages. In addition, the law provides possibility of using other national languages in places of compact population, for example, the Chuvash language creating a solid legal basis for the preservation and development of languages and peoples inhabiting the Republic of Tatarstan. From the linguodidactic point of view, the common goals and objectives of teaching Tatar and Russian as a means of interethnic communication dictate the needs for correlation, the processes of mutual enrichment of two methodological systems that are called upon to solve the problem of forming national-Russian and Russian-national bilingualism parity.

As for sociolinguistic side of the problem, according to Yu.D. Chebotarev and I.F. Protchenko bilingualism is "... the knowledge of two languages in known forms of their existence in such way as to express their thoughts in a form accessible to others, regardless of the interference degree and use of internal speech by the individual in the process of written and oral communication of second language, as well as the ability to perceive someone else's speech, messages with full understanding" (Desheryev Yu.D., Protchenko I.F, 2010).

Methods

The following methods were used: theoretical (study and analysis of pedagogical, methodological and sociolinguistic literature), descriptive (collection, systematization of linguistic and speech material), social pedagogical analysis of existing programs, textbooks and manuals; pedagogical experience, observation), experimental, statistical.

Results

The effectiveness of sociolinguistic factors was tested in the process of teaching the Tatar language in Russian schools. In the experimental classes 58 students took part, and the control classes included 62 students. In the course of the experiment, the following factors were taken into account: positive motivation to study Tatar language by parents, the same attitude of parents towards studying state languages of the republic, parents and members knowledge about Tatar language families, use additional means (Internet, computer technologies, television programs, printed products).

In this regard, the results of mastering speech and language material on the Tatar language were the next: in the experimental classes 85.1% - 78.3%, and in the control classes 51.4% - 49.2%. Thus, sociolinguistic factors contribute to the creation of the most comfortable conditions for mastering the speech skills necessary for effective teaching of the Tatar language as a non-native language, contributes to the formation of a real bilingualism of a child. This feature must always be taken into account in the learning process, which creates a great opportunity for the intellectual development of the child.

Discussion

Language is a great asset of mankind, reflecting the nature of people, its national and cultural identity. It has great opportunity to persuade, express much, using a limited number of vocabulary. Language can be compared with music: it has a rhythm, size, tonality. It expresses feelings in the manner of pronunciation. According to the figurative expression of the nineteenth century famous German thinker Friedrich Nietzsche, "the words, tone, accent, modulation, the tempo with which they are spoken, represent the greatest strength of a language, in other words, the music hiding behind words, the passion hiding behind the words music, a person hiding behind passion, that is all that cannot be expressed in a letter" (Efimenko S. V, 2011).

I.A. Baudouin de Courtenay singled out the external and internal history of the language. External connects with history, destinies of ethnos, and its extralinguistic side - geographical and ethnographic conditions of functioning. "Material for external history of the language," wrote I.A. Boduen de Courtenay, "coincides, to a large extent with material on the history of

literature. For internal history, linguistic material is the language itself as an object of inquiry" (Gardner R. C, 2011). The author of these lines considered the history of native speakers and the history of the language itself, together with the position of the community of linguistic thinking.

From this we can conclude that the subject of internal history is the language structure of the ethnos, and the outwardly historical aspect studies the nature of social and cultural-historical conditions of language functioning. According to F. de Saussure, external linguistics studies the relationship between language and ethnology and political history, religion and school, literature, the relationship between the book and everyday language etc (Horlacher R, 2011).

The problem of distinguishing between the internal and external aspects of the language has found wide application in linguistics (O.S. Akhmanova, B.A. Serebrennikov and others). Intralinguistic units consider broadly by many sociolinguists, referring to extralinguistic factors, i.e. phenomena of reality, reflected language, affected by the language, affecting its change (Nemeth K.N, 2012).

There are various aspects of sociolinguistic theory in the field of Turkic, in particular Tatar linguistics were studied (Z.A. Iskhakova, M.Z. Zakiev, M.V. Zainullin, M. Onar, F.F. Kharisov, Yu. Shamiloglu, A.A. Yuldashev, R.A. Yusupov and others) (Shakirova G.F, 2014). Recently, we regularly publish our researches abroad about interaction language and society, language and culture.

In our opinion, the linguocultural material in the conditions of Russian-Tatar bilingualism should contain both Tatar and Russian texts. Language and speech materials are a means of developing linguistic and communicative knowledge and skills, and also contribute interethnic communication to education and culture. The didactic material should correspond to the tasks of theoretical and practical mastering the Tatar language and - what is very important - the formation of interest in studying the history and culture of the native people of the studied language.

Language and culture are concepts that are inextricably linked. In the development of any language, including Tatar, the role of national culture is extremely great - a powerful tool for the creation and peoples' expression. Language

and culture in these cases stimulate the renewal and development of each other (Tomlinson H.B., Hyson M, 2012). The result of this process was the formation of one of the perfect languages of the Turkic world - the modern Tatar literary language, as well as the expansion of its socio-political and sociolinguistic functions. At the same time, the role of Russian and other languages is not infringed in the life of Tatar people: they closely interact and are enriched. In the two-sidedness of such processes, the essence of bilingualism development laid not only as a linguistic factor, but also as a socio-political phenomenon. This is evidenced by the law on the languages of Tatarstan people", according to which Tatar and Russian languages became a state language.

In the context of the new language situation, interest in Tatar language has significantly increased both from the representatives of Russian people and from the language groups of other nationalities living in the republic.

The needs of economic and cultural life contribute to the study of the nation's language which gave the name of the republic. Therefore, based on the laws of society's development, it is necessary to create conditions for expanding the scope of Tatar language in the life of multinational population of the republic, to increase the time for its study in educational schools, secondary and higher educational institutions, to improve the quality of textbooks, manuals, to improve methods of teaching the Tatar language.

In sociolinguistics, the national language policy presupposes the impact of society on the functional interrelations between languages which is carried out by the state legislative bodies, subjects of education (ministries, committees), linguistic centers (institutions) (Amirova J.G, 2013). In addition, various social institutions, organizations (parties, movements, etc.) exert their influence on the national-language policy.

The national language policy of the state includes the following components: laws, programs, administrative measures, financial security etc. By the way, by definition, UNESCO can be a state language that fulfills an integration function in the political and cultural spheres within a single state and a function symbol of the state.

A positive solution to national and linguistic problems in the republics of the Russian multinational state can be achieved only with the

maximum satisfaction of all people's interests inhabiting this territory. A vivid example of this is the Republic of Tatarstan, where the Tatar and Russian languages are declared as state languages.

A solid foundation of peace and national harmony in our common home proclaims the third paragraph of the Declaration: "The Tatar SSR guarantees to all citizens residing on its territory, regardless to their nationality, social origin, religion, political beliefs or other differences, equal rights and freedoms".

The most important provision of this document which fixed the age-old friendship, mutual understanding and agreement of all the republic peoples, reads: "The Tatar SSR guarantees equal functioning and development of the Tatar and Russian languages as state; preservation and development of languages of other nationalities" (Sokolov A.V, 2002). Thus, in the history of Tatar people for the second time (the first in 1921), the Tatar language, along with the Russian language, was declared as a state language.

Now we can say with full confidence that the Republic Declaration about State Sovereignty marked the beginning of a real bilateral bilingualism: Tatar-Russian and Russian-Tatar. Knowledge of the lexical and grammatical structure of Tatar language by the Russian-speaking population provides a broad opportunity:

1. To communicate freely on Tatar language in the Republic of Tatarstan and, if necessary, outside it (as around 7 million Tatars live in the world, approximately 75% of the total). As is known, the Tatar language is a part of Kipchak-Bulgarian group of Turkic languages. In the Tatar lexicon there are a lot of words of common Turkic origin. Persons of non-Tatar nationality who speak Tatar well can communicate in Bashkir, Kazakh, Uzbek, Azerbaijani, Karachai, Turkmen, and also, if they wish, they will be able to understand Turkish speech.

2. Expand the horizons of the learner: the second language allows you to look at the native language which is the foundation for mastering any other language.

A person who does not know the second or third language remains spiritually stricken, closed only in one culture. Languages need to be studied in order to gain knowledge as well as communicate with representatives of different nationalities.

Learning the language should be meaningful, otherwise, as Jan Amos Komensky remarked, the following will happen: "If you even perfectly knew your native language, moreover, Latin, Greek, Jewish, and even all languages of the world, if you lack understanding of the things that underlie the words, you would not be more like a parrot than a sage" (Shakirova, G.R. et. al, 2016).

Sociolinguistic factor of bilingualism formation are family-household conditions, constant communication with parents and other family members at home in the Tatar language, which, of course, has a positive effect on the process of owning a second language. Since parents enjoy authority from their children, naturally, children are ready to imitate them. Provided that if someone in the family knows Tatar well, the child gradually begins to understand and speak Tatar, using the knowledge and skills obtained at school. If necessary, he will have the opportunity to seek help from parents, and, of course, in this case, the correctness of his speech will be controlled by adults.

At the same time, it must be recognized that not all parents have the right literary Tatar speech, therefore, in some cases they cannot be as a model for imitation. Its inhibitory effect is exerted by interference and other errors. In addition, many families whose members do not know the literary norms of neither Tatar nor Russian languages. And this factor also has a negative impact on non-native language learners.

Conclusions

It has been experimentally proved that family has some sociolinguistic factors which positively influence the formation and development of Tatar speech. We list some of them:

1. Creating a positive motivation to study Tatar language with parents.
2. Parity in the family to study the state languages of the republic.
3. Quantitative and qualitative indicators of mastering Tatar language by parents and other family members.
4. Use radio, television programs and home library to study the second language.
5. The place and role of Tatar and Russian languages in the family-household sphere, i.e. frequency of use, on which the level of Tatar language proficiency depends, since the

main condition for studying any language is speech practice.

Practical language assimilation is promoted not only by social conditions and intellectual abilities of the individual, but also by active speech activity in the studied language. In this regard, we should give close attention to this problem.

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