



**Historical and methodical aspects of formation and development of Tatar
Teaching Methodology**

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ABSTRACT

The historical aspects of formation and development of training in Tatar in foreign-language audience are considered. Article relies on the principles and provisions which are contained in works of such famous scientists-methodologists as S. Halfin, I. Giganov, A. Troyansky, M. H. Kurbangaleev, G. Ibragimov, L. Z. Shakirova, F. F. Harisov, R. R. Zamaletdinov, etc. The main objective of a technique of teaching Tatar in polycultural space is development of the evidence-based theory of training in Tatar in foreign-language audience. In this regard this science relies on achievements of pedagogics, psychology, a technique of teaching foreign languages, and also Russian as foreign, develops system of training in Tatar for Russian-speaking students. Besides, the new principles (didactic, methodical, linguistic and psychological) and methods of training in Tatar are discussed now (Shakirova G.R. et. al., 2016), some aspects of its assimilation, grammar and its place in system of training, types of speech activity in foreign-language audience, the theory and practice of training in Tatar of foreign students (Abdrakhmanova A.A. et.al, 2016). Proceeding from the above-mentioned, the researches considering formation and development of a technique of training in Tatar in historical and methodical aspects are of huge value.

Key word: methodical aspects, development, Teaching Methodology



1. INTRODUCTION

Domestic pedagogical education passed a long way. History of a technique of teaching Tatar in foreign-language audience is still not up to the end comprehended, also its periodization is not given. Here the periodization of stages of development of a technique of training in Tatar, since 18th century is carried out. So, by results of work in archives, studying of works of scientific linguists and methodologists were allocated six periods, each of which is characterized, described in article, and also the main directions and the ideas in the field of a language method for the last two centuries are generalized. The first stage (1740 - 1804) - origin of a technique of teaching Tatar in the first alphabets and textbooks of grammar, the beginning of publishing by the Arab font and opening of the Kazan university.

The second stage (1805-1890) - writing of textbooks, self-instruction manuals, phrasebooks and dictionaries for schools and accumulation of experience of training.

The third stage (1890-1917) - emergence of the methodical managements, programs, manuals for the teachers of Tatar working both with Tatars, and with Russian-speaking students.

The fourth stage (1917-1941) - searches of new ways of a technique of teaching Tatar, creation of new programs and textbooks for a netatarskoa of initial and high school.

The fifth stage (1941-1989) - creation of a traditional Soviet technique of teaching Tatar.

The sixth этап (since 1990 till present) - searches of the theory of bases of a technique of teaching Tatar in the foreign-language audience meeting the modern requirements.

2. METHODS

In the work we used the following methods of a research: theoretical (studying and the analysis of pedagogical, methodical and linguo-didactic literature from the point of view of the studied problem); social and pedagogical (a systematic research and the analysis of the existing programs, textbooks and methodical grants; studying, generalization and systematization of the best pedagogical practices).



3. RESULTS

Search of new ways of modernization of school of the beginning of the 21st century induces researchers to address the history storing the huge positive potential which is saved up during various eras. Origin of a technique of teaching Tatar in the first alphabets and textbooks of grammar is of special interest. Emergence of a technique of Tatar as sciences contacts emergence in 1778 of Sagit Halfin's book - teachers of Tatar of the Kazan gymnasium - "The alphabet of Tatar with the detailed description of letters and warehouses". S. Halfin perfectly understood what huge role his textbooks both for development of Tatar, and for development of the Tatar culture in general had to play. Teaching old Turkic language or tyurko-Tatar (under the name Tatar) began in the First Kazan gymnasium in 1769 F. Zagidullina specifies that "in the 40th years 18 century teaching Tatar in the Russian educational institutions began, in 19 century it gained further development owing to what the first anthologies of the Tatar literature" (Zagidullina were published by F., 1992).

In social and economic and cultural life of Russia there were 18th century considerable changes which exerted the strongest impact on life, culture and education of the people of Central Volga area. Under Peter I's decrees of 1701 and 1714 the first public comprehensive schools at which taught the diploma, the account were created. Old religious representations gave way new, based on secular education and education on the European sample.

Considering sociohistorical conditions of training in Tatar of the Russian and other people, F.F.Kharisov emphasizes that teaching Tatar in the state scale began in the first half of the 18th century (Kharisov F.F. and Kharisova Ch.M., 2014). In his opinion, opening of the Tatar-Kalmyk school for Russians at the end of the 1730th in Samara is connected with a name of the scientist and statesman V. N. Tatishchev who was an initiator of drawing up several hand-written dictionaries for the aid to learning Tatar. The second stage of development of a technique of teaching Tatar it is connected with the edition since the end of the 18th century and within all the 19th century of a huge number of phrasebooks and self-instruction manuals of Tatar. From this period we were



reached by rich heritage by a technique of teaching Tatar to non Tatars. Development of a technique of teaching Tatar in the Russian educational institutions of the second period is connected with names of such outstanding educators as well as. Halfin, I. Giganov, A. Troyansky, A. Kazem-bek, G. Vagapov, N. I. Ilminsky, M. Makhmudov, K. Nasyrov, V. Radlov, N. Katanov. In works of these scientists as the methodical principles the thematic arrangement of lexical material, situational dialogues, the communicative and conscious principle were used, "the supporting role was assigned to grammatical material that is characteristic of a modern technique of training in languages" (Ashrapova A.H. and Yusupova A.Sh., 2015). Above-mentioned methodologists developed the theory of the textbook and techniques of teaching Tatar in the Russian audience dealt with issues.

It should be noted that till 1890 textbooks and alphabets were created generally in Russian and for Russians therefore this period left a noticeable mark in the field of a technique of teaching Tatar in Russian-speaking audience.

The third stage is characterized by development of the purposes and tasks, methods and forms of education to Tatar. From 1890th years a part of Muslim schools of the Volga-Ural region began to be transformed to novometodny schools. At these schools educational and methodical process radically changed. Besides, teaching went in Tatar. Tatar as the native language was taught at official schools and educational institutions at the end of XIX and the beginning of the 20th century. Revolution of 1905-1907 was a historical event for Russia and, in particular for Tatars. New madrasahs opened. The first programs for Tatar were created.

The first scientific work by a Tatar technique at the Tatar school which did not lose the value and presently is work of the great Tatar writer Mr. Ibragimov "How to teach Tatar?", published in 1916. In this work the foundation of a technique of teaching Tatar generally for initial classes is laid. Characteristic of work is theoretical justification of conscious studying of Tatar as native and definition of methods of training in the alphabet (Shakurova M. M., 2012).



During this period the main attention is focused on the Tatar schools, but nevertheless in educational institutions and schools training in Tatar in foreign-language audience actively continues. The important place in a technique of training in language in foreign-language audience is taken by G. Vagapov, I. Kondratov's self-instruction manuals.

The fourth stage is characterized by active search of new theoretically reasonable methods, receptions and forms of education to Tatar in foreign-language audience (a straight line, mixed, natural, translated and grammatical, etc.). Revolution changed system of national education of Tatarstan. On the one hand, it was necessary to provide general compulsory education of children, on the other hand, to seek for increase in literacy of the Tatar population. In 1921 the Decree under which Tatar on an equal basis with Russian was recognized as official language was adopted, was important for profound studying of the Tatar and Russian languages.

It should be noted that this period is connected with transition of the Tatar writing from Arab to the Latin alphabet, and then with Latin on Cyrillics. This circumstance to some extent aggravated a problem of teaching Tatar not only in Russian-speaking audience, but also at the Tatar schools. During this period in the field of a technique of teaching Tatar at the non Tatar elementary and high school actively worked M. H.

Kurbangaliyev, R. S. Gazizov, H. Badigi. Textbooks and programs were formed. In programs problems of training in Tatar, the volume of knowledge and skills of grade levels are defined more accurately, i.e. all types of speech activity in interrelation are found: 1) development of an oral and written language: a) work with the dictionary, b) work on a pronunciation, c) work on creation of the speech; 2) reading; 3) grammar and spelling.

The edition of a large number of alphabets, phrasebooks and self-instruction manuals influenced further development of a technique of teaching Tatar in foreign-language audience. Since 1917 this technique comes to a new stage of the development.

In this stage M. H. Kurbangaliyev, R. S. Gazizov, and also their followers Z. M. Valiullina, L. Z. Shakirova, L. K. Bayramova, F. S. Safiullina, K. Z. Zinnatullina, R. R.



Zamaletdinov, etc. use results of comparison of Russian and Tatar in the numerous theoretical works and textbooks of the Russian and Tatar languages (Husnutdinov D.H. et. al., 2016). Comparative and typological research of the facts of the Russian and Tatar languages served as the reliable linguistic base on which the modern technique of teaching the Russian and Tatar languages as nonnative languages is under construction. In them phonetic, grammatical and lexical subsystems of various languages of the world are compared. These researches to some extent create theoretical base of teaching this or that language as nonnative.

Methodical literature of the 1940-50th g (the fifth stage) is characterized by emergence of the works aimed at providing conscious assimilation by students of fundamentals of grammar of the Russian and Tatar languages. Need of comprehensive study of Tatar is emphasized with many prominent linguists of this period (Sh. Ramazanov, V. Hangildin, M. Z. Zakiyev, F. A. Ganiyev, D. G. Tumasheva). In 60 - the 70th textbooks and manuals on Tatar played a huge role in increase in efficiency of teaching Tatar at the Tatar school. At the Russian schools "Native land" was taught, the Tatar schools were closed. Therefore Tatars were forced to study at the Russian schools. These changes led to the fact that parents of Tatar children demanded teaching the native language at the Russian schools. Then "The program for Tatar and literature in the 2-8th classes of the Russian school" was released (1977) in which the task to train Tatar children in Tatar, to teach them to express competently the thoughts in an oral and written form is put forward.

In the 60th in the field of a technique of teaching Tatar in foreign-language audience several textbooks, including R. Gazizov's textbook "Tatar" which consisted of four parts were published: theoretical material (phonetics, morphology, syntax) with various tasks; materials for the translation from Russian into Tatar; materials for the translation with Tatar into Russian; materials for reading.

According to the textbook, at first it is necessary to acquire a theoretical part of the Tatar linguistics, then to execute exercises for the purpose of fixing of the gained knowledge and to apply them in practice of an oral and written language. Transfer and



reading the original, big text on volume were its basis by a grammatiko-translated method. According to R. S Gazizov, at first it is necessary to acquire grammar and to fix it, and then to learn a living language, to get acquainted with original texts. R. S. Gazizov, considering experience of authors of self-instruction manuals of the 19th century, in the textbook much attention was paid to grammar and the translation.

4. DISCUSSION

In the 1980th comparative phonetics, lexicon, grammar not only the Russian and Tatar languages, but also English, German with Tatar was formed (D.Kh. Bakeeva, Z. Z. Gatiyatullin, N. G. Kovalchuk). In spite of the fact that the Tatar linguistics developed in this period promptly, the technique of teaching Tatar in foreign-language audience was in stagnation. As much attention was paid to a problem of improvement of quality of teaching Russian and its assimilation by Tatar students, and the problem of assimilation of Tatar by Russian-speaking students stood aside, was forgotten. However, since 1990, in connection with the Declaration on the State sovereignty of Tatarstan Tatar became one of state languages that led to profound studying of Tatar by Russian-speaking students in the Republic and demanded the edition of a huge number of textbooks, phrasebooks, self-instruction manuals and dictionaries (Nurmukhametova R.S. et.al, 2014), and also organizations of system of training of specialists of the corresponding profile.

5. CONCLUSION

It should be noted that the Tatar technique in Russian-speaking audience is successfully and profoundly developed today. Need of statement of studying of Tatar on a scientific basis of a sposobstzoval to emergence of a large number of methodical works on teaching Tatar in foreign-language audience (Rakhimova D.I. and Yusupova Z.F., 2016; Yusupov R. A. et.al, 2014). Interest in the Tatar culture, literature and history abroad gave the chance to teach Tatar worldwide. In the last decade students and graduate students from the different countries of the world began to come to RT for studying of Tatar and for increase in the scientific qualification. Summing up the results of stated, it should be noted that the technique and practice of training in Tatar, mastering heritage



of the Russian and foreign technique, found the most effective ways and ways of development. Scientific judgment of works of the Russian and Tatar scientists will for the first time allow to consider formation and development of a technique of teaching Tatar in chronological aspect, and also to estimate achievements of the Russian science for last centuries.

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