



Innovations in Turkic Language Teaching under conditions of Polylinguism

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ABSTRACT

The article deals with the issues of innovative technology application in teaching Tatar as a non-native language. It has been established that recently all levels of the Republic of Tatarstan educational system in Russian Federation have undergone major changes. At the same time, traditional forms of instruction are preserved in the general education organizations of the republic (Kharisova,2015,P. 170; Galiullina,2014P. 698). Its main attributes are described: an academic year, a school day, a school week, a quarter, holidays, a break, the schedule of lessons, etc. New forms of lessons used in the learning process are considered: creativity lesson, a lesson of work, communication lesson, a friendship lesson, a lesson-meeting, a lesson-concert, a lesson-conversation, an integrated lesson, a lesson-roundtable, a lesson-workshop, etc. The specific concepts and terms inherent in innovative technologies are distinguished: innovation, activity, an integral personality, learner's needs, a personality. The main goals of new technology introduction in the process of Tatar language teaching are indicated. The conclusion was made about the effectiveness of the following innovative technology application in teaching: modular technology, game technologies, design method, Singapore technology, problem-heuristic technology, computer technologies. The problem of modern technology introduction during Tatar language teaching should occupy a leading place in general education organizations. With the reference to the object of our research, the term "technology" implies a set of techniques and methods used by a teacher in the process of work, as well as the teaching materials used in Tatar language teaching (TMC, computer technologies, video and audio materials, etc.).

Key words: educational process, education, innovation, technology, traditional form of education, integrated lesson, educational-methodical complex.



INTRODUCTION

The education system of our country has its own unique traditions, which were improved during the development of social relations. In educational organizations, apart from traditional forms of instruction, non-traditional ones were used, which went beyond the framework of generally accepted guidelines (Husnutdinov et al, 2016). At the same time, the educational process rests now and then on the teachings that were expressed by Ya.A. Komensky in the book "Great didactics". Despite the fact that in each country education is built in its own way, ie. taking into account the features of the social-political structure and national-cultural differences, there is much in common concerning the organization of the educational process. According to F. Engels "There is no power more powerful than tradition" (Likhachev,2001,p. 28).

A lesson is the traditional form of a teacher's work. A teacher brings the necessary knowledge to the students through clarification, developing skills and assessing their learning activities. Therefore, a teacher provides finished knowledge and also suggests the ways of certain problem solution arising during the educational process by his activity. Now there are major changes in general education organizations, the emergence of which is closely related to the changes taking place in the country and in the world. Naturally, in these conditions, the education system is also forced to be reformed, taking into account the development of an integral personality and the trends of the world educational space development. Consequently, pedagogical theory and practice must meet the challenges of society. And this requires the change of content, approaches and the attitude towards them. All this led to the fact that in the educational sphere of Russia established experimental, author's schools, lyceums, gymnasiums in which innovative (new, modern) technologies are successfully used with traditional forms of education, providing a significant improvement of teaching quality. The level and the content of training undergo changes: if in the first half of the twentieth century the primary education was massive for the most developed countries, then in the 1950s they started to introduce general secondary education. In our time, the mass character of higher education is becoming obvious. This is facilitated by the noticeable progress of



society, the increase of a person intellectual level. Education becomes the most important indicator in his life activity.

Innovative approaches during Tatar language teaching as a non-native one are considered from the standpoint of the educational process modernization, in which the result is guaranteed both during the traditional "reproductive" orientation, taking into account the needs of the trainees (Nurova ,2015p.440). The technological approach to learning is aimed at the provision of a certain amount of knowledge to students, the development of action methods on the model proposed by a teacher; innovations-transformations, changing the traditional view of the learning process, which provides the research character of cognitive activity, i.e. the organization of search educational and cognitive work of students. Such an approach has the ability to transform traditional learning on the basis of productive activity that ensure the attainment of the set goals, thereby it working towards a final result.

It should be noted that any innovation is a relative term. The things which are new for one teacher may well be long familiar or outdated for another one. Therefore, the problem of novelty should be considered in a concrete historical aspect. Appearing at a specific time and solving specific tasks on a qualitatively new level, the innovation can become the norm after a certain time, it can even become obsolete and eventually disappear from practice. However, it is not always easy to implement innovations since the bulk of society is inherently conservative. Estimating the attitude of some people to innovations, I.V. Goethe said: "... first they say that "this is nonsense"; then that "there is something in it" and, finally, when the idea becomes understandable and mastered - "it's a well-known thing".

1. METHODS

Taking into account the nature of the studied material, the following methods were used in the study: descriptive (the collection and systematization of theoretical materials on a research topic); comparative-historical (the study of regularities in the field of language teaching methods); analytical (the analysis of theoretical materials on the research topic); comparative (the analysis of experience concerning the use of various



information and communication technologies); statistical (the obtaining of quantitative information).

2. RESULTS

The term "innovation" appeared in the XIXth century, and it was first introduced into scientific circulation by the American scholar D.U. Botkin during the period of different people cultures interpenetration. The beginning of the twentieth century was marked by the emergence of the science about innovations in the sphere of production. Since the late 1950s, Western scientists have begun to address the problems of innovation in the field of pedagogy.

In Russia, the term "innovation" in scientific literature appeared in the 80-ies of the last century. However, for ideological reasons, it became widespread only after democratic reforms in the country.

The term "innovation" is understood by us as a novelty, specially developed or "accidentally discovered" in pedagogical practice. Scientific literature provides different interpretations to the concepts "innovation" and "novelty". Novelty is a new tool (a new method, a new technique, a new technology, etc.). Innovation is considered as the process of this tool mastering (Khomeriky,2008,p. 98). We believe that innovative training is aimed at the preparation of an integral personality for various changes in society, life situations, effective and lasting mastery of science fundamentals provided by the programs through the development of creative abilities, thinking, communicative skills using new technologies and taking into account the needs of trainees (Husnutdinov ,2016,p.193). During the use of innovative technologies, there is an increase of interest in a subject and the needs of learners in new knowledge obtaining, hence the transition from the traditional learning system as a learning process to the lesson "as the leading form of life" for schoolchildren (lesson-creativity, lesson-work, lesson-communication, lesson -friend, lesson-meeting, lesson-concert, lesson-conversation, integrated lesson, lesson-round table, lesson-workshop, etc.).

Of course, in connection with this, one could not stay away from these innovations and one of the Turkic languages is the Tatar language. Nowadays innovative technology is



actively introduced into the process of Tatar language teaching in Russian-language schools of the Republic of Tatarstan.

Traditional education differs from the innovative one by specific concepts, terms, approaches to learning problem solution, and the language of linguistic method discussion. If the key words of traditional technologies are discipline, self-control, character, mind training, mental abilities, then the key words of innovation technologies - activity, freedom, a developed personality, learner's needs, interest, creative personality, technological map, etc.

The teaching of Tatar language as a non-native language according to innovative technologies is the organization of the educational process in a new way, oriented to anticipate the end results, to stimulate students to communicate and think actively, and to engage in a dialogue with the use of his emotional, intellectual abilities.

The use of innovative technologies for Tatar language teaching helps to develop an integral personality and contributes to the solution of the following specific tasks:

- increases motivation, the interest in a subject;
- activates cognitive activity;
- creates comfortable conditions, an atmosphere of mutual understanding and support in the process of speech skills mastering;
- reveals the creative potential, develops the initiative of students.

The work on new technologies assumes that a teacher would act from different positions in the classroom: a director, a teacher, a student, an organizer of a certain activity (for example, a game), a consultant, and a representative of other professions.

Nowadays the terms "technology", "pedagogical technologies", "teaching technology" are used more and more often in literature and in practice.

The term "technology" (from the Greek *techne* - art, skill, mastery and ... *logy*) reveals the totality of methods, techniques and means used in a certain branch of science and production. The problem of modern technologies introduction during Tatar language teaching should occupy a leading place in general education organizations. As to the object of our research, the term "technology" implies a set of techniques and methods used by a teacher in the process of work, as well as teaching materials used in Tatar



language teaching (SMC, computer technology, video and audio materials, etc.). The SMC created in recent years are communicatively oriented, contain tests that allow to monitor by a teacher and self-control, and make it possible to create natural conditions for students communicating by non-native language (Shakirova,2010, 96). A TMC should promote the creation of motivation for students at a higher level, the development of their research and cognitive abilities.

The effectiveness of the theoretical provisions was tested in the course of experimental work at Russian-language schools in Kazan (40 senior students took part in the experiment). In the course of the work, the levels of the following student skills and competencies of the experimental and control groups were compared with the use of innovative training technologies:

1. The increase of motivation and interest in Tatar language.
2. The consolidation of knowledge and skills in listening, speaking, reading and writing.
3. The creation of a favorable environment, an atmosphere of mutual understanding and support in the process of Tatar language study.
4. The increase of motivation for teaching, the encouraging of student initiative through a subject being studied.
5. The development of language and communication skills among children.
6. The ability to simulate different communication situations with an adequate speech design.

In order to increase the representativeness of the obtained results and to ensure the reliability of the conclusions, a diagnostic experiment was carried out additionally (current and final control) (4 tests were carried out). To this end, we used the following innovative technologies, actively used in foreign language teaching: 1) modular technology; 2) gaming technologies, 3) design method; 4) Singapore technology; 5) problem-heuristic technology; 6) computer technologies. Besides, some new forms of lessons were tested, such as the lesson-creation, the lesson-work, the lesson-communication, the lesson-friendship, the lesson-meeting, the lesson-concert, the lesson-conversation, the integrated lesson, the lesson-round table and the lesson-workshop. The results of the experiment are presented in Table 1.



Table 1

Skill№ according to technologies	Control classes		Experimental classes	
	Number of students	Result in %	Number of students	Result in %
1	40	48,3	42	92,2
2	40	52,6	42	86,5
3	40	54,2	42	91,4
4	40	56,7	42	90,1
5	40	50,6	42	89,2
6	40	56,2	42	92,4

In the experimental groups, in contrast to the control ones, the students showed a significant increase in the level of Tatar language knowledge and skills as a non-native language (see Table 1). All this was achieved due to the skillful use of the above-mentioned technologies.

Thus, the data of experimental training testify to the effectiveness of the proposed innovative technologies during Tatar language teaching as a non-native language.

1. CONCLUSIONS

The success Tatar language teaching depends on skillful use of innovative technologies, the creation of motivation and a favorable microclimate in educational activity.

There are many interpretations of the concept "pedagogical technologies" in studies. For example, some believe that pedagogical technology is an organizational and a methodological tool for the whole pedagogical process, a set of psychological and pedagogical attitudes to an object of influence (B.T. Likhachev). Others understand this term as a component procedural part of a didactic system (M.A. Choshanov). Others consider pedagogical technology as the realization of the intended results through the description of the whole process, as the concept of "pedagogical technology" in three aspects: the first is scientific one, i.e. as the part of the pedagogical science, studying and developing the goals, the content and the methods of teaching and designing pedagogical processes; the second one is process-descriptive, i.e. the description of the



process, consisting of the objectives, content, methods, tools and techniques necessary to achieve the intended results; The third one is process-efficient, i.e. the realization of the pedagogical process, "the functioning of all personal, instrumental and methodological pedagogical means" (Selevko ,2006,p.124).

We are interested in UNESCO position, stated in the report "Learning to live", stating that pedagogical technology is the main driving force of the modern educational process, aimed at a personal factor activation, on the provision of opportunities for a student self-development.

The teaching technology is intended to combine the actions of a teacher and a student into a single creative process, aimed at their joint activity on the basis of appropriate methods, skills and means. Thus, pedagogical technology is the programmed activity of a learner and a teacher, which provides possible ways of a task optimal solution; a systematically presented model of the learning process, all components of which are interrelated and interdependent (Kroll, Bobb, Misra, &Guo, 2008,p. 424).

As for the content of the concept "the technology of learning", it implies the science of teaching technique, i.e. the science of Tatar language teaching technology. This means that the teacher of the Tatar language and literature must rely on the latest achievements of linguistic didactics, pedagogy, psychology, methodology and other related sciences for the most effective organization of the educational process, taking into account the justification of the student's efforts. Hence, the technology of teaching presupposes a scientific approach to the content of instruction from the point of view of linguistics (phonetic, lexical, grammatical material that can be represented in speech patterns, structures, dialogical models, sample sentences, adapted and authentic texts) from the point of view of psychology (pronouncing, lexical, grammatical skills, speech skills, formed in the process of speech activity type mastering, etc.) (Ashrapova , Yusupova .2015,p. 320).

2. SUMMARY

The technology of teaching answers the question: how to teach children, i.e. what principles, methods, and means of learning should be taken as a basis, how to organize the learning process in order to make training highly productive?



We introduce this term into the scientific revolution in order to improve the level of Tatar language teaching methodology as a non-native language, the quality of knowledge, and to strengthen students' motivation. If the technology of Tatar language teaching is based on new achievements of linguistic and psychological-pedagogical science, it will help to give an exhaustive answer to eternal questions: what to teach and how to teach? Only a well-trained teacher, armed with modern scientific and methodological knowledge is able to conduct a qualitatively new level of education, forming strong students' skills in the areas of listening, speaking, reading and writing (Yusupova,2014; Shakirova ,2014; Rakhimova, Yusupova , Korneyeva.2016). To do this, he must be aware of the importance and the necessity of innovative technology use during lessons. However, as practice shows, not all teachers want to take advantage of the opportunity to teach Tatar language effectively since most of them are dominated by conservative thinking, and therefore they prefer mainly the traditional method of teaching the studied language.

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