Information-Communicative Devices for Tatar Language Teaching

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Abstract: The article deals with experience of information-communicative devices creation and implementation into educational process for teaching Tatar, as a second language, which is based on main principles of modern linguodidactics and supplement the traditional forms of education. It represents the methodic content of online-school "ANA TELE", which provides a possibility to increase the level of practical acquaintance with Tatar, as a mean of interpersonal and intercultural communication. In whole, it serves to contribute to language education advance, its intensification and individualization, as well as orientation at real communication in Tatar.

Key words: Linguo-procedure · Communicative technologies · Online-school · Level education · Communicative competence.

INTRODUCTION

The Federal Law "Concerning Education in Russian Federation" dated December 29, 2012 [1], as one of the main principles of the state educational policy, declares "the protection and development of ethno-cultural peculiarities and traditions of nations of the Russian Federation in conditions of multinational state". Tatar language represents a special sociolinguistic and cultural-historical phenomenon, being a second language in Russia and a state language of the Republic of Tatarstan. In such consideration, the Tatar language, undoubtedly, promotes the cultural dialogue and interethnic tolerance not only in the Republic, but also out of its bounds, i.e. in the neighboring countries and beyond, where the Tatar Diasporas are historically concentrated.

The beginning of 1990 in the Republic of Tatarstan was marked by the noticeable changes in social-political situation; based on the Law "Concerning the Languages of Nations in the Republic of Tatarstan" (1992), Tatar and Russian languages were admitted as equal state languages. Since then one of the main tasks of language policy is the extension of social and cultural functions of the Tatar language, increase of its role in social life, as well as maximum increase of its speakers' number [2: 35]. The solution of this task is connected, firstly, with implementation of information-communicative technologies into educational process, which are based on main principles of linguodidactics and supplement the traditional forms of education.

Procedure: In recent decades, the Tatar language teaching procedure, having rich history and traditions, is being updated, taking into consideration the basic principles of consciously-communicative, pragmatist and sociocultural approaches. At that, the basis of educational process is a principle of communicativeness, which presupposes the speech orientation of the educational process, its maximum approximation to the conditions of natural communication; consciousness principle, according to which the language material is considered as an organic and systematically organized part of the educational material for the students' speech development. Besides, the Tatar language teaching is aimed at inclusion of students to the culture of Tatar nation, readiness and ability to the cultural dialogue; interrelated acquirement of speech types; continuation of education. The comprehensive school program underlines, that these methodological principles shall constitute the basis of developed educational programs, guidance manuals and multimedia resources [3]. According to global experience, the communicative technologies facilitate the humanization of education and

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present ample opportunities for information exchange, stimulating the students' creativity and increasing their motivation. The use of modern educational technologies becomes an everyday occurrence in teaching procedure of foreign (non-native) languages [4-6].

Main Part: The online-schools are one of the most modern devices of language teaching, as they are the most accessible and cost-efficient, concerning time consumption; they provide the simultaneous oculauditory apprehension of the studied material. The multimedia technologies shall be understood as the assembly of computer technologies, simultaneously using several infomedia: graphic, text, video, animation and sound effects [7: 315-316].

The wide use of computer technologies in different aspects of human activity did not come by the problem of language teaching. That is why these questions are reflected in many linguodidactic studies [8, 9].

Our study deals with the problem of Tatar language teaching using the online-school "ANA-TELE" [10]. It represents a unique opportunity to increase the level of practical acquaintance with the Tatar language, as a mean of speech communication, as well as the acquaintance with culture of Tatar nation. The advantages of this distance course, as compared to the traditional teaching method, are the following: level education; media-maintenance of the whole course; the presence of laboratory of pronunciation, writing and grammar; access to online tutors; results monitoring system to evaluate the efficiency of education. All of the mentioned above proves the urgency of the topic of this article.

When developing the online school content, we executed some preliminary work on composition of language card for each section, which reflects the level gradation of skills per four types of speech activity, content of lessons of group communication, lexico-grammatical and phonetic materials. When selecting the language material to be actively acquired in the process of Tatar language learning, the authors proceeded from the communicative orientation of education and took into consideration the frequency of usage of some or another units in speech.

The online-school consists of 9 levels, each of which has 8 sections, i.e. 72 self-teaching sections in total. The course content also includes the following component: special sections for pronunciation and writing; the laboratory of grammar; online dictionary; materials for group communication lessons for each section and 9 level tests.

The user can start learning from each level. For it, he shall determine his real level of Tatar language proficiency per main types of speech activity - listening comprehension, speaking. reading and writing and then indicate that level, that he would like to achieve. As a result, the computer provides the user with the information, from what level the education shall be started.

The levels of each section shall be aimed at the study of topics, connected with the real life situations, where the student uses the studied language to produce his own utterances and also to understand the Tatar speech in the process of active communication. As per the didactic principle "from simple to complicated" at first levels, such topics as "Acquaintance", "Colors and numbers", "My family" are presented and at advanced levels the users learn to talk and discourse on extended topics. For instance: "Health", "Job search", "In the world of culture" etc. The topics of sections are selected taking into consideration the cognitive-communicative interests of users and are aimed at informing of national traditions, culture and art, outstanding figures of Tatar nation, the sights of the Republic of Tatarstan. The range of topics for communication is very wide, it covers many life spheres, allowing the users to learn to listen to the interlocutor, ask him about major events, answer the questions, compare and juxtapose the understood information, to express his opinion to the occurrent orally or in writing. From the very first lessons, the users get acquainted with speech patterns and etiquette expressions for the conversation in different situations of everyday life, with interrogative and affirmative structures, which function in Tatar oral speech. Each section involves 4 lessons, divided per certain types of speech activity and consisting of several stages: watching of video fragment and execution of the task for understanding of its content; learning of new words; use of new vocabulary; grammar study (language material); aural comprehension of Tatar speech (listening comprehension); speech practice; writing etc. The lesson is finished by the final task, where the lexico-grammatical and speech material, studied at the lesson, is summarized and the communicative skills of the students are checked. The quantity of exercises, represented at each level, varies from 20 to 25; their content is different. The following tasks are the most actively used ones: "Watch the film and answer the questions"; "Put the words in necessary sequence to make a sentence"; "Listen to audio recording. Move the strips with words up and down unless you put them in right sequence"; "Move the strips

with words on the right in order they correspond the ones on the left; etc. Multiple repetition of the studied material through this task system provides the user with reasonable acquirement of language and speech material on the suggested topic; elaboration of the required skills of the aural comprehension of Tatar speech, speaking, reading and writing. It is also important, that dialogic and monologic texts, different in topics and volume, composed with the most frequently used lexical units and their grammatical forms, language and speech exercises, situational audio- and video-tasks, rich linguo-cross-cultural material, popular Tatar songs, fragments from poems of famous Tatar poets, samples of oral folk arts (proverbs) provide practical acquirement of Tatar language and are a condition of penetration into language environment. To help the user, there is a review of section, which contains active vocabulary with transcription, pronunciation and translation.

In our opinion, the online-school "ANA TELE" represents a rich in content educational course, involving the users into spontaneous speech. It is brightly and colorfully structured and creates the complement motivation to learn the Tatar language. The online-school provides the implementation of situations, stimulating speech initiative of the users to communicate in Tatar, taking into consideration the national culture. By means of them, they acquire knowledge practically, required to meet their demands in the society [11:11]. The situations of each section help the users to acquire that speech patterns, typical of the native speakers. As a result, the students acquire an ability to use the Tatar language by themselves to express their wishes, exchange their opinion, oral or written communication about their plans, intents, successes, etc. The tasks, where different photos, audio recordings, fragments of TV programs in Tatar language facilitate the creation of real communication environment in terms of one or another situation.

The studied material within each level is selected in such a way, that the users acquire the following communicative skills: audio perception of different sounding Tatar speech; to make up oral and written utterances of different complexity; to read texts of different types, i.e. to participate in real communication, although thematically limited.

As is known, one of the important stages of language learning is a control of language knowledge and communicative skills of the students. For this purpose the online-school has different level tests, which provide a possibility to evaluate the level of acquired material of

grammar, vocabulary and also to determine the level of reading and listening comprehension skills. The level test includes 20 grammar tasks, 10 vocabulary tasks, 10 tasks on content of two texts, which have been read and 10 tasks on content of two texts, which have been listened. Thus, the user shall execute 50 tasks and get the same maximum quantity of points. In grammar and vocabulary tasks, the user shall find the right variant from four suggested ones. When working with texts, he shall answer the questions on their content and find a right answer to the question. The tests become more complicated from level to level taking into consideration the studied lexico-grammatical material and content of the suggested texts in thematic of sections of this level.

The pronunciations and writing sections, as well as the grammar laboratory, were developed with functional approach to selection and presentation of language material; they contain comprehensive data on these aspects of Tatar language. These sections are aimed at deepening of the users' linguistic knowledge, conscious acquirement of specific phenomena, peculiar of Tatar language. Thanks to these materials, the users acquire communicative units, necessary for communication and get the information about the structure of Tatar language.

We are glad, that, despite being implemented in test mode, even now the online-school "ANA TELE" gets positive feedback from the users of different countries. The teachers of comprehensive schools and university professors use the online school "ANA TELE" in the work to increase the efficiency of teaching the Tatar, as a second language. The experience of implementation of the school materials to the process of Tatar learning by foreign students also deserves attention. The learning of Tatar by American students serves as an example. The exercises of the online-school were recommended for individual work to the students of intense summer language program SWSEEL (Summer Language Workshop of Slavic and Eastern European Languages) of the Indiana University. The American students carried out the exercises on revision of new vocabulary with pleasure, noting that the pictures in interactive exercises facilitate the memorizing process of language material. In whole, taking into consideration the limitation of adaptive audio resources for the beginners, who start to learn Tatar as a second language, the exercises on listening of monologic and dialogic speech from the system "ANA TELE" helped the American students to develop the audio perception skills of Tatar speech and also to prepare for examination by themselves.

As the SWSEEL program has an intensive character and in practically all lessons the time for explanation of new grammar material is limited, the students of the Indiana University used the resource "ANA TELE", referring to English-language version of the grammar laboratory for thorough study of the passed topics.

The video fragments, which present typical life situations with natural speech, caused the particular admiration in the users. The users hear and remember the types of speech reactions and phrases, necessary for communication. Besides, the presented video materials can be used in different ways individually to develop the speaking skills. For instance, the students from the Indiana University, when learning Tatar, worked with video fragments in pairs or mini-groups. When the students are acquainted with the main vocabulary in terms of the studied topic, they can be suggested to watch the mute video fragment and to guess about the talk context, to suppose, what phrases are used. After a short discussion in group, the students can try to sound the dialogue and then to watch the video material with sound. Such type of "voicework" exercise can be recommended, even if the students have watched the video with sound and know the subject, in order to increase word fluency and to improve the pronunciation skills: the students provide a mute video with a voice, trying to keep the same speech tempo, as in the video.

CONCLUSION

Thus, the development and implementation of the online-school to the educational process facilitates further updating of the Tatar language teaching procedure. It is also of the same importance, that the wider the choice of modern teaching devices is, including the distance courses, the more are there the possibilities to keep, develop, distribute and popularize Tatar not only in Tatarstan and Russia, but also abroad, as well as to increase its social importance.

Summary:

- Under modern globalization and active intercultural communication, language proficiency is an important condition of human life and activity and a multilingual person is a kind of link between different cultures.
- The advantages of online-school, as compared to the traditional teaching procedure, are the following: level education; media-support of the whole course; presence of phonetic and grammar laboratories, online dictionary; access to online tutors; results monitoring system to evaluate the education efficiency and issue of certificate.
- The online-school "ANA TELE" is aimed at teaching Tatar, as a mean of intercultural and interpersonal communication, facilitating the development of language education in the Republic of Tatarstan, its intensification and individualization.

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