COMMUNICATIVE-ORIENTED TRAINING OF THE TATAR LANGUAGE

[a]RASHAT N. YAKUPOV, [b]KADRIYA S. FATKHULLOVA, [c]ELVIRA N. DENMUKHAMETOVA, [d]RIDA I. ZEKRIST

[a,b,c] *Kazan Federal University , 18 Kremlyovskaya street, Kazan 420008, Russia*
[d] *Kostanay Social Technical University named after the Academician Z. Aldamzhar Kostanajskij Sotsialno-Tekhnieskij Universitet imeni Akademika Z. Aldamar (KOSSTU)*
email: [a]*editor@ores.su,info@ores.su,*
[c]*denmukhametova@gmail.com,* [d] *russia@prescopus.com,*

Abstract: The success of training of the Tatar language, as a means of communication, depends on many factors, the main of which is the communicative-oriented organization of teaching and learning activities. In modern methodology, it is believed that the learning process should be aimed at developing students' speaking skills, in the context of communicative situations, which simulate and imitate real speech communication. It follows that the main goal of teaching speaking is to develop the students' ability to communicate in various socially determined situations. The relevance of study is explained by these tasks. The article presents the materials, reflecting the long-term methodological experience of teachers of the Kazan Federal University in teaching of the Tatar language to foreign students, and also the system of organization of learning process in the aspect of teaching speaking. The textbooks on the Tatar language, developed by the authors of the article, were introduced into the training process, and allowed to achieve the following results: the creation of problem situations for students in order to realize their verbal intentions; practical mastering of structural and systemic forms at different levels of language and the ability to use them in appropriate communication situations; the development of students' ability to interact successfully with the representatives of other culture, etc. All of the above are used to increase the motivation in the study of the Tatar language, awareness of students' personal responsibility for the results of the learning process. The purpose of the study is to identify the factors, which determine the success of systemic mastering of fundamentals of dialogical and monological communication in the Tatar language; introduction of a communicative-oriented approach into the learning process. During the research, modern works on linguodidactics were studied; the process of learning the Tatar language was analysed; the most effective pedagogical technologies and interactive teaching methods were chosen; the own experience in teaching of the Tatar language to Russian-speaking students was offered.

Keywords: linguistic education, communicative-oriented training, speaking, communicative exercises, speech skills.

1 Introduction

In the modern world, linguistic education necessitates the formation of a new worldview of students, a willingness and ability to live and work in a changing world with its problems, successfully implement various forms of communication with the representatives of other linguistic ethno-cultures, to process the information, received in the course of this communication, and to make the necessary decisions (Galskova & Gez, 2008). Educational process is designed to help each student to understand his individual way of mastering the Tatar language, to stimulate him for his own activity, and to motivate the teacher for creative implementation of his professional activity with the goal of achieving the planned results in a qualitative way. Therefore, the main goal of teaching the Tatar language in modern conditions is to develop students' ability to use speech communication for achieving mutual understanding and cooperation. Studying the Tatar language as a non-native is aimed at ensuring students' ability to communicate in everyday life, to interact and to understand other people in a multi-lingual society (Fazliakhmetov et al, 2017; Shakirova et al , 2017; Yarmakeev et al, 2016; Husnutdinov et al, 2016; Zaidullina & Demyanova, 2017). The learning process is organized taking into account both common didactic principles and the basic principles of communicative approach: the principle of communication training through communication (maximum approximation of the learning process to the conditions of natural communication); the principle of personal individualization (the organization of training process, taking into account personal needs, wishes and individual psychological characteristics of trainees); the principle of learning the language on the basis of active thinking activity (ensuring the practical use of the studied lexical and grammatical units in communication situations, taking into account the communicative task); the principle of functionality (the definition of lexical and grammatical material, taking into account the communicative purpose and frequency of use in speech); the principle of consideration of native language peculiarities; the principle of

interrelated leaning of speech activity types. Communicative-oriented training provides for the organization of active learning and cognitive activity of students at the lessons of the Tatar language, with the use of innovative pedagogical techniques (Sztaho et al, 2018; Kessler, 2018; Valetopoulos, 2017; Villalobos Antúnez, 2001).

The purpose of this study is to develop and implement in the learning process a system of communicative exercises for teaching speaking the Tatar language. The problem of mastering the Tatar language, as a means of transmitting and receiving information, on the basis of a communicatively-oriented methodology, has not been the object of a special scientific study until now.

2 Methodology

To achieve the desired goal, we studied modern works on linguodidactics; analysed the educational process; choose the most effective pedagogical technologies and interactive forms of training; offered own experience in teaching the Tatar language to Russian-speaking students. When developing a system of communicative exercises for teaching speaking, we relied on the practical experience of teaching the Tatar language in KFU.

To carry out this study we used the following methods: the method of theoretical analysis, comparative method, the method of observation, statistical method, the method of generalization of pedagogical experience.

3 Results and Discussion

The system of teaching speaking should prepare the students for both extemporaneous communication in the Tatar language and a well-thought-out statement. The task of mastering the Tatar language as a means of communication predetermines the need for parallel development of the skills of dialogical and monological speech of the students, since in real life we often see the speech, where these two forms combine. When teaching the Tatar dialogical speech, the students should master communicative skills for conducting a conversation in typical situations. They should respond to external stimuli and be active in conversation; turn to interlocutor for help. Monological speech training provides for the formation of students' ability to make various statements, based on a given situation with pre-training or without it; to combine different speech patterns in accordance with the communicative task; to transfer the content of the monological text; to review the previously read text, expressing own attitude to its content. In the learning process, we proceed from the fact that the generation of speech act consists of certain stages: acquaintance with the situation, which stimulates the speaker to speech action with communication purpose; the speech situation generates the motives, without which the utterance is impossible; motives turn into the need to speak out, that leads to the definition of the speech goal and the formation of a future utterance. Among all of these stages, the process of utterance structuring is of the greatest interest. At this stage the students use linguistic units in communicative plan, taking into account the conditions of communication, to express their thoughts about the surrounding reality. At the same time, the work is organized in such a way that students can make a stable connection between the communicative task and the means of its implementation; consciously correlate the speech structures with their communicative functions in everyday communication situations.

The textbooks, developed by us, contain various types of communicative exercises for teaching speaking. In order to learn the dialogue communication from the first lessons, we offer the students microdialogue samples. Using them, the students learn how to greet each other, say goodbye, ask for forgiveness, express gratitude and request, get acquainted with the interlocutor, briefly talk about themselves, etc. As the examples we can give the following communication tasks: 1. Greet the

interlocutor in Tatar. 2. Inform the interlocutor about yourself and try to get information about him. 3. Express you gratitude to the interlocutor for the conversation. 4. Ask your interlocutor about his place of living and his occupation. 5. Tell how many languages you know. 6. Ask the interlocutor about his hobbies. 7. Congratulate your classmates on the upcoming holiday. 8. Prepare 10 questions in order to interview the winner of the student competition. 9. Complete the dialogue on winter holidays. 10. Tell about languages learning, etc. In the learning process, we use different types of exercises for teaching speaking, choosing them depending on the stage of training, the level of preparedness of students and the nature of the studied material. All the proposed tasks are characterized by diversity, consistency, systemic nature and can be changed, taking into account the real conditions of training. The most important thing is that their use is aimed at developing students' sense of communicative expediency. At every lesson, the teacher pays special attention to stepping up the communicative activity of students, using exercises, which reproduce real communication situations, and require of students communicative behaviour. Experience shows that the transition to free conversation, characterized by the spontaneity of structural models, is the main difficulty in teaching the Tatar language as non-native. It is one of the most important tasks of the teacher to remove this difficulty and to prevent it to the greatest possible extent. To do this, the students should develop the stable skills of combining the studied speech patterns, for expressing their own thoughts in relation to changing speech situations.

To develop the skills of verbal communication, we offer the students the following situational exercises: 1. You take part in an interview about the problems of ecology. You need to answer the proposed questions. Give full answers to them. 2. Imagine that you are a tourist, who came to Kazan, and your interlocutor is a guide. During the conversation, you should ask him about historical places, which worth seeing in the city; about international events in Kazan. 3. Tell about the holiday, which was best remembered for you. Do not forget to tell when it was; what it was dedicated to; who took part in it; what you liked most, etc. The practice of teaching the Tatar language in a foreign language audience shows that the types of exercises and the nature of operations, associated with their implementation, vary depending on the stage of training and the linguistic complexity of generated text.

The group, consisting of foreign and Russian-speaking students from the regions of the Russian Federation, who studied at the Institute of International Relations, History and Oriental Studies of KFU in the specialty "International Relations", was selected for conducting the experimental training. Average age of the students: 18-19. They studied the Tatar language for 3 semesters. In the learning process we used the textbook "Let's speak Tatar", developed by us (Derderian, 2017). The main goal of training was to develop their speech, language and socio-cultural competences. At the practical lessons, the main attention was paid to dialogical and monological forms, to activation of communicative skills in the main types of speech activity, as well as to familiarization of students with the Tatar world. During the period of training, the students studied the following topics: Acquaintance. Time. Weather. In transport. Family. Friends. Learning of languages. At the lesson of the Tatar language. Studying at the University. Professions. House and apartment. Daily regime. Sports and leisure. In the shop. On a visit. Holidays. Kazan is the capital of the Republic of Tatarstan. The Republic of Tatarstan. At the final control, the students should be able to demonstrate the skills of oral speech, as well as to understand the content of read and listened texts, within the studied topics. In listening exercises, the ability of students to understand both dialogical and monological speech in situations of everyday communication was assessed. At the same time, special attention was paid to the use of internal forms of the Tatar language in speech, stable etiquette expressions. Dialogical speech of students was evaluated according to the following parameters: correspondence of the situation of communication; communicative continuity between replicas; language correctness; knowledge of speech etiquette formulas. To assess

monological speech, the following parameters were used: correspondence to the topic; semantic completeness; sequence; lexico-grammatical correctness; variety of syntactic models used. The students' answers were analysed, taking into account the above criteria. Comparative analysis of the final data showed that students acquired practical skills of speaking in dialogical and monological forms; they constructed their own statements, using lexico-grammatical material, in accordance with the communicative task. The answers of students were characterized by content, coherence, consistency and emotionality (Sakaev, 2016).

4 Discussion issues

Communicative-oriented training of the Tatar language provides for extensive use of the project method in the learning process. Project activity as one of the pedagogical technologies makes the learning process personally significant, in which students can fully reveal their creative potential, demonstrate their research abilities, independence, activity, imagination and creativity. The novelty of this approach is that students are given the opportunity to construct the content of communication. The success of defend of each project depends on the teacher's ability to create conditions, which stimulate the development of students' organizational skills and the maximum development of communicative abilities. This is one of the effective forms of improving the oral Tatar speech, which allows to stimulate the development of reflection, to integrate knowledge from different subject areas, thereby developing the ability to comprehend a holistic picture of the world. Due to the successful organization of project activity, the students acquire important communication skills, such as: the ability to identify the problem, to formulate a research task and to outline the ways of its solving; the ability to work in a team, clearly and reasonably state own thoughts, work on mistakes, etc. It is gratifying to note that the project works of students in the Tatar language is distinguished by their content, volume, and the presence of own opinion on the topic under consideration. In the process of the work they experience different life situations; they learn how to apply the received communicative skills, to solve practical and cognitive tasks. In the process of independent work, the students receive information from popular Tatar electronic resources (http://giylem.tatar; http://elbette.ru). Due to the wide possibilities of information technologies, students get acquainted with video materials and media presentations about the Tatar world (national holidays and traditions, outstanding representatives of the Tatar people, history of the Tatar people, cultural, scientific and sport achievements of the Republic of Tatarstan, etc.). To improve their oral speaking skills, students register in the online school "ANA TELE", and participate in group conversational lessons in real time. This educational resource is of great interest to all people, who want to learn the Tatar language for verbal communication.

5 Summary

The research and communicative-oriented experimental training of the Tatar language in a foreign-language audience allow to formulate the following conclusions:

1. Each language, being a complex system, can be practically embodied only in a speech. The language performs its communicative purpose through the speech.
2. Communicative-oriented training of the Tatar language as non-native provides for the development of students' skills of dialogical and monological communication in everyday, sociocultural and business spheres.
3. When teaching the Tatar language as a non-native, we pay careful attention to the dialogical forms, which are the most similar to colloquial speech, as well as to the forms of monological speech, with the help of which students tell about real-life events, joining to the act of communication.
4. The system of exercises, developed by us and tested in practice, is used for teaching speaking in the learning process. It includes preparatory, speech tasks; communicative, role-playing and business games; project

works. The control of students' communication skills, organized correctly, gives the teacher the opportunity to check the effectiveness of the proposed system; to see practical achievements of students in the field of speaking.

6 Conclusions

In conclusion, we would like to emphasize that the experience of our teachers, their considerable innovative potential, the desire to improve their qualifications, to keep abreast of the latest technologies in the field of linguistic education, contribute to the further improvement of teaching speaking methodology, as the main type of speech activity.

Acknowledgements

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