

Artículo de investigación

Reflection of the problem of language teaching on the internet of Tatarstan's media and social networks

Reflexión del problema de la enseñanza del idioma
en internet de los medios y redes sociales de Tatarstan
Reflexão do problema do ensino de línguas
na internet da mídia e redes sociais de tatarstan

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Written by:

Aigul A. Guseinova¹

Rezeda L. Zayni¹

¹Kazan Federal University. E-mail: aigel24@mail.ru

Tel.: +7 9869175158

Abstract

This article analyzes the problem connected with the Tatar language as one of the main topics of discussion on social networks and online media of the Republic of Tatarstan (Russia). It was determined that today this issue is given enough attention as the Tatar language is one of the main symbols of the special status of the Republic. In this regard the Tatar language was compulsory in secondary school till a scandalous situation which was at the beginning of the 2017-18 school year. It was connected with Russian-speaking parents who did not want their children to study Tatar language.

The situation led to the fact that in the period from October to December 2017 this topic became one of the main on the media in Tatar language. Journalists, the intellectual elite and ordinary people made numerous publications aimed at protecting Tatar language as a state language and therefore compulsory to study.

Materials published by the information Agency "Tatar-inform" were selected for analyzing this situation. It turned out that these publications were able to inform the population about the events in the country concerning the language issue promptly and providing an opportunity for discussion.

Keywords: Internet, mass media of Tatarstan, social network, Tatar language, native language, learning and teaching in school, preservation of language, national identity.

Resumen

Este artículo analiza el problema relacionado con el idioma tártaro como uno de los principales temas de discusión en las redes sociales y los medios en línea de la República de Tatarstán (Rusia). Se determinó que hoy se le presta suficiente atención a este tema ya que el idioma tártaro es uno de los principales símbolos del estatus especial de la República. A este respecto, el idioma tártaro era obligatorio en la escuela secundaria hasta una situación escandalosa que se produjo al comienzo del año escolar 2017-18. Estaba conectado con padres de habla rusa que no querían que sus hijos estudiaran el idioma tártaro.

La situación llevó al hecho de que el período de octubre a diciembre de 2017 este tema se convirtiera en uno de los principales en los medios de comunicación en el idioma tártaro. Los periodistas, la elite intelectual y la gente común hicieron numerosas publicaciones destinadas a proteger el idioma tártaro como un idioma de estado y, por lo tanto, obligatorio para el estudio.

Los materiales publicados por la Agencia de información "Tatar-informa" fueron seleccionados para el análisis de la situación. Resultó que estas publicaciones fueron capaces de informar a la población sobre los eventos en el país sobre el problema del idioma con prontitud y brindar una oportunidad para el debate.

Palabras claves: Internet, medios de comunicación de Tatarstán, la red social, el idioma tártaro, el idioma nativo, el aprendizaje y

la enseñanza en la escuela, la preservación del idioma, la identidad nacional.

Resumo

Este artigo analisa o problema relacionado à língua tártara como um dos principais tópicos de discussão nas redes sociais e mídia on-line da República do Tartaristão (Rússia). Foi determinado que hoje esta questão recebe atenção suficiente já que a língua tártara é um dos principais símbolos do status especial da República. A este respeito, a língua tártara era obrigatória no ensino médio até que uma situação escandalosa ocorreu no início do ano letivo de 2017-18. Ele estava conectado com pais falantes de russo que não queriam que seus filhos estudassem a língua tártara.

A situação levou ao fato de que, no período de outubro a dezembro de 2017, essa questão tornou-se uma das principais mídias da língua tártara. Jornalistas, a elite intelectual e as pessoas comuns fizeram numerosas publicações destinadas a proteger a língua tártara como língua estatal e, portanto, obrigatória para estudo. Os materiais publicados pela Agência de Informações "Tatar-informa" foram selecionados para a análise da situação. Descobriu-se que essas publicações foram capazes de informar a população sobre os eventos no país sobre o problema da linguagem prontamente e fornecer uma oportunidade para o debate.

Palavras-chave: Internet, mídia do Tartaristão, rede social, língua tártara, língua nativa, aprendizado e ensino na escola, preservação da língua, identidade nacional.

Introduction

Perfect knowledge of the native language plays an important role in the acquisition of new knowledge and in the development and ability to think. It helps to participate in the society actively. The main purposes of learning language are to grow love for the nation, national literature, language, history and culture, enrichment of vocabulary of a person, development of oral and written speech including that contribute to the development of logical thinking.

The problem of teaching the Tatar language in a scientific aspect has not been sufficiently studied. This issue also attracts a wide range of readers in social network today. The purpose of this research is to analyze the problem of the native language in social networks and online media of the Republic of Tatarstan (Russia). It is impossible to consider all the questions in a complex within this short publication of course. So we define the study of this problem as one of the promising studies in the future. This issue was raised in our earlier publications [1].

One can say that the Tatar press in the national language gives enough attention to the issue of teaching the native language today. Due to the fact that in today's world active life in social networks is conducted, the mass audience, which is even far from pedagogy and schools, is familiar with the problem of teaching the Tatar

language and also has an idea about the need to resolve this issue.

The relevance of the research is expressed in the need to consider the problem of teaching the Tatar language in the media. This problem has become imminent in recent decades and still remains the most difficult in the XXI century for the Tatar people.

The objective of the research is to monitor the problem in the Tatar media and social networks.

Methods

Basing on the nature of the material under study and the goals of the work we used descriptive and comparative methods, logical analysis and others.

The scientific and methodological basis of the study were legislative acts [2; 3; 4], the works of national and foreign scientists in journalism, linguistics, pedagogy and sociology, the methodological basis of the study were the works of foreign and domestic scientists [5; 6; 7; 8; 9; 10].

The empirical base of the study was the pages in the Tatar language in social networks, official statistics, mass media websites.

Results and Discussion

The Hague Recommendations on the Rights of national minorities to education state: “the Right of members of national minorities to preserve their identity can be fully realized only if they receive proper training of their native language during the educational process” [4].

According to the Russian Constitution Russian is the state language in the country but national republics within the state are given the opportunity to establish their own state languages additionally. In the article 26 of paragraph 2 of the Russian Constitution it is said that “everyone has the right to use his or her native language and to choose freely the language of communication, education, training and creative activities.” According to data from different sources, 89 languages are studied in Russian schools, 39 of them are used for teaching.

The Tatar language is one of the main symbols of the special status of the Republic of Tatarstan which is a Federal subject of Russia. Tatar language was established as a the second state language on an equal basis with Russian by Constitution of the Republic, adopted in 1992 (article 8 paragraph 1); in paragraph 2 it is written that that they can be used on equal grounds. In this regard the Tatar language became compulsory for study by all schoolchildren of Tatarstan.

The debate about the role and status of the Tatar language has been going on since the early 90-ies of XX century. It was then that the idea to translate the Tatar alphabet from Cyrillic to Latin arose. But in 2002 the State Duma of Russia adopted amendments to the Law “about languages of the peoples of the Russian Federation” according to which all the alphabets of the state languages of the republics of Russia should be based on Cyrillic. The unified state examination is also prohibited to be taken in national languages.

Due to these reasons representatives of the Tatar nationality constantly complain in social networks that the status of the Tatar language as the state language in the Republic is not fully realized. They draw attention to the small number of Tatar-language signboards or informational stands. They point out that no TV channel is a full-fledged channel in the Tatar language and criticize the absence of universities teaching in the national language.

At the beginning of the 2017-18 school year there was a scandal which was connected with Russian-speaking parents who didn't want their children to study Tatar language. There were protests, parents appealed to Prosecutor's office concerning discrimination of Russian-speaking school students. At present according to the decision of the Tatarstan State Council educational plans with voluntary study of the Tatar language should be used in schools. Due to that it is organized only on the basis of the written consent of the parents of students within up to 2 hours per week. In short one of the state languages in the Republic of Tatarstan has ceased to be compulsory for studying in schools. Unfortunately the parents of the Tatar nationality who speak bad or do not speak their native language at all turned out to be among those who refused.

Articles on this issue are also published in newspapers and magazines aimed at a wide range of readers, posts in social networks are also being actively written. The large Tatar news Agency “Tatar-inform” has pages both in social networks and in various messengers (Vkontakte, Odnoklassniki, Facebook, Instagram, Twitter, Telegram). All information from the site is copied and distributed in a slightly modified form for better understanding. Also the conditions for communication and commenting were made for readers.

From October to December 2017 the main attention was paid to the issues of the future of the Tatar language and the prospects of learning in the native language. The authors of the publications have set themselves the goal to acquaint a wide range of readers with the history of teaching the native language, the basics of scientific methodology and the history of teaching the state language at the legislative level. Many articles expressed concern about the current situation in Tatarstan connected with teaching of the native language and reflections on controversial issues in teaching of the Tatar language (for example Shakirova Chulpan and Sania Akhmetzyanova say “a child can't learn the language “in absentia” // Tatar-inform, 2017, November 11. <http://m.tatar-inform.tatar/news/2017/11/11/152100>; Shigabetdinov Almaz. Scientists, writers and teachers held a meeting in Arsk // Tatar-inform, 2017, November 2. <http://m.tatar-inform.tatar/news/2017/11/02/151573>; Shakirova Chulpan. “No other discipline has as

many hours as Russian” says Rezeda Muhametshina // Tatar-inform, 2017, 7 November. <http://m.tatar-inform.tatar/news/2017/11/07/151812>).

If we take into account that in Kazan governorate (administrative-territorial unit, which existed in 1708-1920 on the site of the present Republic of Tatarstan) in 1905 there were 845 schools and madrasahs where studied 34860 boys and 19599 girls [11], where teaching was conducted in the Tatar language, the attitude and understanding of Tatar educators and patrons of that time on the issue of teaching in the native Tatar language becomes clear (Tatar schools existed only at their means then. The government allocated money from the budget only for Russian schools). There was always a need to learn in native language. It should be noted that at that time Tatar children could be taught in Russian grammar schools but at that time there was an idea that education in the native language provides the basis of nationality preservation. However we should take into account that 100 years ago teaching in other languages at school was perceived as a betrayal and renunciation of the Islamic religion. Today such danger is not a threat anymore, however, teaching in other languages can lead to the loss of roots and national culture.

Not only the representatives of the Tatar people but also a certain part of Russian and other nationalities living in Tatarstan consider Tatarstan to be their homeland. They recognize the necessity of teaching the Tatar language and express concern about the emergence and development of the problem. They also express their opinions, suggestions, write comments in social networks (for example, Lukmanova Liliya. “We wrote a statement demanding to teach the Tatar language again” says the mother of Russian nationality // Tatar-inform, 2017, November 19. <http://m.tatar-inform.tatar/news/2017/11/19/152636/>).

Bilingualism is socially justified in various areas of society in multinational states. In general, respectful attitude to foreign languages facilitates communication with people of different nationalities, influences people's understanding positively, brings them closer and brings up a sense of tolerance. But there are cases of inciting hatred towards other languages. Hateful comments of people of different nationalities and different religions were found under the publications in the online media. This situation

prompted representatives of the intellectuals of the republic and the common people to various actions aimed at protecting tolerant relations between different nationalities. At the same time it served as a reminder that there must be more careful attitude to this problem. Otherwise even insignificant comments can lead to hostility.

It is sad that children and pupils also read this unethical discussion and became witnesses of internet trolling. And such things as the basis of the national worldview, attitude to the preservation of traditions, native culture, a sense of respect for other nationalities forms in childhood.

Many concerned people are afraid that if the teaching of the Tatar language in schools as a state language is not maintained then the Tatar language may disappear as for example the Kalmyk language. As you know Kalmyk language is now included in the Red Book of UNESCO as an extinct one. We hope that the situation with the Tatar language will not end like this. Journalists understand that it is not about forced language learning but about those people who want to study in their native language.

Summary

In recent years the issue of national languages was actively discussed. The Russian President ended discussions on this issue at a press conference on 14 December 2017. He made it clear that the study of the native language in schools should take place at the request of the parents but not at the expense of knowledge of the Russian language.

It seems to us that if from childhood the child has no desire to learn the native language then it is unlikely to arise with age.

Conclusions

Preservation of the native language is an obligation of the state to its people; its implementation is impossible if the state does not listen to the opinion of the people themselves. Therefore, parents who demand from the state a positive solution to the issue of studying their native language should not forget that first and foremost they need to create a national atmosphere in their families and communicate with children in their native language. Languages cannot be preserved only within the walls of the school.

The materials published by the information Agency "Tatar-inform" were chosen for the analysis of the situation of teaching the Tatar language in schools. It turned out that these publications were able to inform the population about the events in the country concerning the language issue promptly and to provide an opportunity for discussion. At the same time these publications helped to make predictions about the future of this issue and played an important role in promoting the preservation of the native language

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