Didactic Bases of Turkic Language Teaching Method

as a Foreign Language

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Abstract

The article is devoted to disclosing the didactic foundations of Turkic language teaching methodology as non-native languages by the example of one of the developed languages - the Tatar language, which, according to UNESCO, is one of the easily acquired languages of the world. The new generation of federal state educational standards sets new requirements for the educational community, namely, implementing a system-activity approach during the educational process organization in public education organizations, which provides for the development of universal educational actions for students. It was established that the proposed didactic principles would contribute to the solution of these problems. During the study, we have proved the effectiveness of their use in conjunction with innovative technologies and teaching aids. However, the final result of the work of a teacher and a student will always depend on the skillful organization of the educational process, on the choice of effective teaching methods and techniques, i.e., the way teachers and students interact, directing their actions to particular problem solution (especially at primary school). At the same time, they concluded that students' communicative abilities would be much higher if teachers take our recommendations into service.

Keywords: methodology, didactic fundamentals, training, Turkic languages, principle

1. Introduction

This study is relevant right now when following the law adopted by the State Duma of the Russian Federation in 2018, they revised the methods and approaches to the republic native and state language study.

The core of any science is its laws, i.e., categories and principles. The methodology of a foreign language teaching draws a base from didactics for its "life." The connection between methodology and pedagogy is organic and is very effective if implemented properly.

The methodology of the Tatar language as a private didactics that studies theoretical and practical problems of teaching is based on general didactic principles. Based on the purpose of training, there is some rethinking of existing didactic principle content. However, all of them retain their significance, having enriched with additional content, taking into account the specifics of the language being studied and the socio-political orientations caused by global changes in society (Shakirova, 2019).

Nowadays, the linguistic, psychological, and pedagogical foundations of language teaching methods are in the stage of their further development. The formation of harmonious bilingualism (multilingualism) in a new language situation is relevant to justify the psychological and pedagogical features of training, the development of teaching and methodological complexes (TMC), which determine the conceptual directions of the Tatar language teaching methods at schools with the educating Russian language, which are aimed at the educational process quality improvement.

The communicative orientation is not new and is actively used in foreign and Russian language teaching as non-native, according to O.D. Mitrofanova and V.G. Kostomarov "Communicativeness as the fundamental category of science in technology, focuses on the inclusion of students in a direct act of communication between themselves (or between a

student and a teacher) to solve life problems that arise in the course of "changing reality" (Mitrofanova & Kostomarov, 1990; Valeeva & Ershova, 2019). The practicality and prospects of this area are confirmed in the Tatar language experimental teaching process.

A communicative approach to learning involves the relevant principles and slightly different selection criteria. The criteria of the educational material organization that interact with each other and serve a common purpose.

2. Methods

The following methods and techniques were used in the study: descriptive (collection and systematization of materials on the research topic); comparative-historical (the study of patterns in the field of language learning techniques); analytical method (processing of theoretical materials); comparative method (analysis of various principles and new technologies); the statistical method elements (obtaining of quantitative information); comparative method (consideration of various language principles use experience).

3. Results

Taking into account the analysis of educational and methodological literature and the existing pedagogical experience, the following didactic principles are fundamental for the Tatar language teaching: communicative, functional-semantic, situational and thematic, taking into account the specifics of the native language, taking into account the Tatar and native culture, differentiation and integration of instruction, individualization of the instruction process, and learning awareness. These principles contribute to the correct and methodically appropriate conduct of training, significantly increasing the lesson effectiveness and optimiziudents' active students' activities.

4. Discussion

Nowadays, the methodology is such science with its methods, scientifically based methodological systems, and training models that deserve our attention. However, it should be noted that the existence of different opinions and approaches to the problem of non-native language teaching does not mean that everything is so wrong in this direction. Such a statement of the question does not deny the use of all the positive and useful for these purposes that is available in the methods of teaching other languages at the national school, primarily, naturally, the Russian language, as well as the foreign one. Therefore, in this study, we rely on well-known Russian works, including Tatar and foreign linguists, psychologists, and methodologists.

Pedagogical and methodological science has different approaches to the issue of highlighting principles and their content determination. However, the basis of any subject teaching (Russian, English, Tatar, and other languages) is made up of didactic principles, first set forth by Jan Amos Komensky in the book "Great Didactics".

General principles are considered as important components of methodological science - interconnected and interdependent. Skillful organization of the educational process will allow us not to tear them apart, but to complement and integrate with the process of general methodological problem solution.

Based on the conceptual studies of prominent didactics and taking into account many years of experience in research activities in this area, as well as experimental work, we single out the following principles for use in the Tatar language teaching as non-native and recommend to use them widely.

The principle of scientificity: This principle involves the consideration of information about the language in the methodology of teaching Tatar. This principle's prerequisite is to apply new research results on the Theory of speech activity, the Theory of training and education, on developmental and educational psychology. Information given to students on the Tatar language should correspond to the development level of the subject being studied - in our case, Tatar linguistics. It should be borne in mind that when they select material for students at Russian-speaking schools, it is necessary to consider accessibility and feasibility of its practical use. The information on the Tatar language involved in studying at school is primarily practical and applied, and at the same time, it must be brought into line with modern linguistic data. The science principle provides for a careful selection of the studied material for all types of speech activity. For example, during the initial period of teaching the Tatar language as non-native, it seems appropriate to study the noun and the verb primarily, acting in the sentence as the subject (S) and predicate (P) as the center, core speech utterances, and then the rest parts of speech of the studied language. This idea contradicts the generally accepted order and system of parts of speech study. However, inattention to this problem makes it difficult

for students to learn communicative activity in the Tatar language and hinders the acquisition of oral and written speech skills. Thus, the principle of science is closely connected with the principles of systematicity and consistency.

The principle of systematicity and consistency: This principle presupposes the system and the sequence of the studied material and their training methods. It requires the connection of the study with new information. During Tatar language lessons, children rely on their native (Russian) language. The teacher's task is to involve all the skills and abilities they have into the work with students and to bring them to automatism. This principle's main rule is "not to pass to the next topic until the previous has been learned" [2]. So, for example, a message to students about the plural affixes of nouns -лар, -ләр, -нар, -нәр will not contribute to their correct use in a speech utterance unless you first explain in what cases these affixes should be used according to the Basic Law of the Tatar language. A teacher, armed with the knowledge of the didactic principle of systematicity and consistency, understands that its violation will become an obstacle to speech skill mastering. Without having previously learned the features of the question by whom? (who?), нәрсә? (what?) in the language being studied, it is unlikely that children will be able to make dialogues or small statements correctly because the question нәрсә? What? is put to all animate and inanimate objects in the language being studied, except for those that designate people.

Systematicity and consistency as a didactic principle should serve the organization of the entire educational process at school and teach students to be guided in their daily lives. They should be able to draw knowledge systematically while observing a strict sequence.

The principle of theory and practice relation: One of the leading principles in modern didactics is actively used in teaching the Tatar language at a Russian-language school. After all, a student learns the Tatar language, masters its theoretical principles, primarily to be able to use them verbally practically, and read and write in the language being studied. In other words, this principle is reflected in the prevalence of the practical orientation of the Tatar language teaching.

Guided by other principles, the teacher should focus on children's attention on the need for the correct use of theoretical information obtained during the lessons. For example, students encounter word order features in the Tatar language quite often: by answering questions, composing dialogues, and making small monologic statements. The teacher is obliged to show the theoretical provisions of this issue in an accessible form, and then consolidate it practically during various speech and language exercises. The implementation of this principle is intended to serve the solution of the main task of teaching the Tatar language - to strengthen the communicative orientation.

The principle of consciousness and activity: This principle means that all linguistic phenomena subject to assimilation must be perceived consciously and meaningfully. With this approach, knowledge and skills are firmly entrenched and stored for a long time in memory. Therefore, speech and language materials should not be memorized and perceived mechanically because they are forgotten faster than those that the child has mastered consciously. For example, a teacher's message about the vowel [a] pronunciation rules in Tatar words will not help students use them correctly in a speech. To do this, it is necessary to bring to the attention of the student starting to learn the Tatar language that this vowel is most often pronounced with the sound *б[aᵒ]ла* (a child) in the first syllable. Students using examples during repeated performance exercises must be convinced consciously of the distinctive features of the Tatar and Russian language vowel pronunciation (Kharisova, 2011).

The educational activities of schoolchildren in the Tatar language can be intensified under various operating modes: frontal, individual, paired, group (Bim, 1988), when compiling dialogues on a given topic using ethnocultural material, reading excerpts from the works of Tatar classics reflecting the national identity of the people, reading individual sentences for pronunciation practice, performing written assignments, organizing work in subgroups (pair work, which is performed during question-answer exercises, and dialogue composition). Students' activity increases markedly when the teacher works based on material familiar to students, for example, on a watched performance or video (Aydarova et al., 2017). So, pupils of the III class made a dialogue about Shural - a fairy-tale hero, since recently they watched F. Yarullin's ballet "Shural" with the whole class. Thus, collective work also has its positive aspects, a common goal, interconnection, and communication participants' mutual responsibility during a communicative task solution.

The principle of accessibility and feasibility: This principle does not imply simplified training, which would lead to a subject motivation decrease, but provides for the teaching load dosage according to known didactic principles (Horlacher, 2011). Difficulties should be feasible for schoolchildren and differentiated at each stage, taking into account their age and educational material assimilation possibilities.

A difficult problem solution brings a child the joy of victory, a sense of satisfaction from the work results, and an incentive for further work. Inaccessible, too difficult and large in volume material reduces the motivation to learn the

Tatar language. Difficulties can be overcome with the help of a teacher, parents, those who know the Tatar language, but also independently. The educational material itself provides accessibility and the methodology for its submission and feasibility involves the real language abilities of children. Tasks should be compiled differentially, taking into account the students' language preparedness in order to create the necessary conditions for the development of each child. We must always remember that learning is a lot of mental work for a student. And at the same time, not everything should be easy to learn. A student should strive to overcome difficulties. A teacher needs to know the potential opportunities, the amount of knowledge and child skills that create a motive for their effective use in overcoming difficulties, the formation of new solid knowledge and skills in the Tatar language.

The principle of an individual approach: An essential and effective form of training is the principle of individualization. An individual approach to a schoolchild involves the creation of positive motivation to master the Tatar language. Therefore, a teacher must take into account the natural abilities of a student to learning activities, his interests, since they are different in their abilities. Some children need much more attention and constant monitoring of their actions, and it is enough to explain once fot others to get the desired result. Thus, it is important and necessary for teachers to know the psychophysiological characteristics and capabilities of children of a certain age and help conduct the educational process in the Tatar language and manage it successfully at the proper level.

Taking into account the capabilities of students, experienced teachers differentiate the supply of educational material, select tasks that are feasible for students, for example, to draw up a dialogue on the theme "Kazan is the capital of Tatarstan" in grade III, one may find general recommendations, others need to ask leading questions, others need supportive words and even expressions (Yarmakeev et al., 2017; Abdrakhmanova et al., 2016).

The principle of educational and developmental training. During the Tatar language lessons in educational institutions with the Russian language for training, favorable conditions are created under which students receive wide opportunities for upbringing and development. Modern textbooks (printed and electronic) and Tatar language manuals for Russian-language schools with illustrations, reading materials, and new information for children on ethnoculturology contribute to these problems solved. It should also be emphasized that much is being done in the republic in terms of attracting children to the events organized during school and after school hours, in particular, to the participation in national holidays of different nations: "Sabantuy", "Christmas", etc. The Tatar language in new forms (lesson-discussion, lesson-seminar, integrated lessons), support motivation for the studied language, generate a spirit of competition in their main work-study process. The process of learning a foreign language, mastery of all its difficulties, broadens the horizons of children and enriches them spiritually and morally.

5. Summary

The theoretical study of this problem and practical application in general educational organizations allow us to conclude that the use of didactic fundamentals of teaching a non-native language significantly increases the quality and effectiveness of the Tatar language teaching throughout the entire school education. Didactic principles and modern pedagogical technologies should be used more actively in teaching the Tatar language since the first days of school education (Husnutdinov & Sagdieva, 2016).

They established that the skillful use of didactic principles, taking into account modern technologies, contributes to the solution of many important methodological problems: it provides mastery of oral and written speech in a non-native language; it helps to absorb program material faster; it facilitates the memorization of general and specific features of the native and studied languages; it systematizes the acquired knowledge of students; it helps students overcome the psychological barrier, protects against all kinds of mistakes (Harisov, 2018; Danilov & Esipov, 1957).

6. Conclusions

The didactic basis of the Turkic language teaching methodology as non-native implies teaching the non-native language using adapted and authentic texts. An important stage in mastering a foreign language is the formation and development of pronunciation skills following the orthoepic features, vocabulary, and grammar of the language being studied. Therefore, the appropriate use of didactic principles in the educational process and modern technologies significantly improve the quality of training and strengthen the motivation to learn a foreign language. Moreover, traditional and innovative forms and teaching methods should be harmoniously combined at all educational processes.

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