Modern Information and Communication Technologies for Tatar Language Classes

Lilii a Al'bertovna Nurova and Firaz Fakhrazovich Kharisov
Kazan' (Privolzh'e) State University, Tatarstan St. 2, Kazan' City, Russia

Abstract: The Republic of Tatarstan Law "On languages of people of Tatarstan Republic" and other laws and regulations intend Tatar language study (both native and foreign to students) in Republic's educational establishments to be obligatory. Current study describes information-and-communicational technology use the part it plays in school education and its possible application for teaching Tatar language in mainstream schools. Thus, informatization of learning process is currently considered an integral part of forming many-sided personality. In current conditions, it is necessary for a teacher to know the roles of modern informational technologies' wide variety, ideas, schools, branches in order not to waist time on making overdue discoveries but to use all repertoire of Russian pedagogical experience. Exploring this problem and real world application of the results in educational system enable us to draw the conclusion that information and communication technology use dramatically increases Tatar language study quality and effectiveness during the whole school period. Still, information and communication technology use does not rule out traditional Tatar language study forms and methods. Both of these learning techniques must harmoniously merge on all school education stages.

Key words: Information-and-communication technologies, computer technologies, traditional education, content, study methods and techniques, on-line training

INTRODUCTION

In the age of informatization and computerization, the most substantive results in any language study, including Tatar, present themselves provided that a teacher uses modern Information and Communication Technologies (further referred to as ICT) skillfully and effectively and is able to arise students' interest towards the subject and maintain that interest throughout the learning process.

For that end a teacher must have perfect command of knowledge gaining process and the ability of passing it to students which means a teacher must be well versed in ICT usage and appliance pattern if teaching language.

Informatization of learning process is currently considered an integral part of forming many-sided personality in Russian learning space.

That is why, all educational levels demand swift and competent problem solution which would go ahead of informational system development and IT-based educational development as in contemplation to deep content, methodological system and organizational form change.

Computer technologies result from human intellectual activity and present pooled data formed by manufacturer and reflecting his informational pattern.

Using internet-resources in education is thought of as a process, focused on educational content refinement, research and development, maintenance, implementation and extension, replacement of traditional informational technologies with more up-to-date and effective (Khusnutdinov and Giniiatullina, 2014).

MATERIALS AND METHODS

Suite of methods and techniques were used in current research in accordance with the research material nature. These are:

- Descriptive method was used in research data collecting and systematization
- Comparative history method was used in consistent pattern study of language training methodology scope
- Analytical method was used in theoretical data manipulation
- Comparison method was used in various information and communication technology analysis; elements of statistics method were necessary for acquiring quantal data; comparative method was used in communication experience consideration of technologies appliance

Corresponding Author: Lilii a Al'bertovna Nurova, Kazan' (Privolzh'e) State University, Tatarstan St. 2, Kazan' City, Russia

Experience of information and communication technology appliance: Expanding international communication in all aspects of human activity much freer excess to information and onrush of telecommunication technology creates fundamentally new educational system environment.

The skill of finding information, correctly analyzing and using it for various educational purposes present one of the major types of individual cognitive activity for educatee and students (Polat *et al.*, 2002).

Having appeared in 1980's telecommunication networks first served for scientific and educational purposes providing convenient and operable linkage, since all network operation had use for back than was exchanging letters between students. However as international practice and various experiments showed us, unlike usual letter exchange, purposely organized goal-seeking collaborative work of students in the web is apt to provide a higher pedagogical result. Developing team projects based on student cooperation from different schools, cities and countries proved to be most effective.

Educational telecommunication project became fundamental form of student educational activity development. Educational telecommunication project implies collaborative education and cognitive, research, creative and play activity of student partners which is organized based on computer telecommunication has common objective, goal, consistent methods and ways of problem solving and is designed to achieve collaborative result.

Specific nature of telecommunication projects lies primarily in the fact that they are always inter-subject in their core. Solution of a problem each project is based on always demands using integrated knowledge.

Yet, telecommunication project, especially international one, usually implies a higher degree of knowledge integration which means not only subject research but also getting acquainted with different ethnic culture unique features, namely, it implies culture dialog. It is viable to include in Tatar-translated international projects should the program allow it, educational content structure for current class and to place it against any given topic of oral or written speech.

This way a topic, chosen for telecommunication project will smoothly work with education system along with all language program material. Subject and content of telecommunication projects should include natural need for computer telecommunication qualities implementation. Telecommunication projects organization demands specific and elaborate preparation for teacher as well as students. Such a project should be structured with special care, organized on phased basis considering partial and final results.

Fast computer telecommunication development in Russia during last 2-3 years and relative availability of telecommunication technologies forms data and education basis for performing tasks set before Russian educational system; new informational technologies became potent instrument for outworld study. Implementation of telecommunications into education mostly follows four patterns:

- Educational system information support (creating databases, cyber libraries, multimedia clubs, etc. in the web)
- Pupil, student and teacher collective project activity in different knowledge areas etc.
- On-line training for various intended area students, Tatar language study for different levels in the Web (for example, on-line program "Ana tele", on-line lessons and consultations featuring students and teachers from Gymnasium for gifted children of Aktanysh Village, etc.)
- Free web user contacts on various educational matters

Relevant user skills are required for effective use of all computer telecommunication at hand, at least their basic level for experience and skills grow fast while working in the web (Polat *et al.*, 2002).

Modern information and communication technology role in school education: Pedagogical technology is a circumspect from point to point model of collaborative pedagogical activity on developing, organizing and carrying of educational process including implicit student and teacher comfort implementation (V.M. Monakhov).

Currently, a new educational system is being implemented in Russia; its main gal is entering international educational space.

This process is accompanied by significant changes in pedagogical theory and education-bringing-up process. Educational system modernization takes place: new content new approach, attitude and pedagogical mentality are being offered.

Today variability principle is being proclaimed in Russian education which gives EI pedagogical teams the ability to choose and construct pedagogical process according to whatever model they see fit, including designer models.

Educational progress also follows this direction: Developing various options of content, using modern deduction science potential in educational EI effectivization; scientific development and practical substantiation of new ideas and technologies.

Herewith organization of a sort of dialog for different pedagogical systems and educational techniques, new form practical gustation such as educational systems additional and alternative to state education, implementing wholesome pedagogical systems from the past in modern Russian conditions is so important.

In such conditions, it is an absolute must for a teacher to know the ropes of modern informational technologies' wide variety, ideas, schools branches in order not to waist time on making overdue discoveries but to use all repertoire of Russian pedagogical experience. It is impossible to be pedagogically expert without learning all broad range of educational technologies.

Modern pedagogical technologies can only come to fruition in innovative school (Polat *et al.*, 2002). We define innovative school as educational institution, practice of which is based on original (designer) ideas and technologies and presents a new educational practice. Such school is multi-system and contains subsystems of educational, working, artistic and aesthetic, sports and scientific activity, including various forms of communication for children and adults.

Innovation schools most frequently appear on the bases of ordinary schools, deeply developing and bringing to life through original technical basis one or several functions of its own. We have observed the following distinctive qualities (criteria) of innovative schools.

Focus on innovation: Occurrence of original designer ideas and hypothesis concerning rearrangement of pedagogical process.

Focus on alternative: Some essential component of educational process (subject, content, methods, means etc.) differ from traditional ones, applied in common schools.

Conceptualization of educational-upbringing process: Developing and implementation of philosophical, psychological, social and pedagogical and other scientific techniques in designer models. Consistence and integrity of educational-upbringing process. Social and pedagogical practicability School goals to social procurement consistency. Occurrence of symptoms and results which define actuality and effectiveness of designer school (Polat *et al.*, 2002).

Bilingual education will be successful if knowledge and skills are adopted by students in strict order and step by step in order of increasing ponderosity and complexity for better student advance.

Each new lesson should be based on previous: In order to kindle students' interest towards subject, teachers need to use play instruments skillfully, adopt dispute-lessons, exposition-lessons, lecture-lessons, etc. (Kharisov and Kharisova, 2014).

Applying ICT in educational process enables us to increase training productivity to bring it closer to real-world activity level. Informational technology implementation effectiveness for Tatar language classes is indubitable. Amidst other advantages of using those as educational means, subject-orientation facility and variability can be named. Computer enables us to promote educational level, providing objectiveness, control, vast data scope and finally, presenting a study impetus.

Word processors, Multimedia presentation systems, E-choolbooks, E-learning and internet are applied to traditional educational goals (L.A. Nurova). Resulting from student training requirement for taking ERE test and ERT on Tatar language using various texts and text assignments for student computer control and grading gains great value and that enables us to implement a range of control measures: admission, inter-term, intermediate and final.

Adaptive training system technology is systematically applied in class for kindling student interest towards Tatar Language lessons during oral and self-guided work organization. In such educational technology teachers functions are minimal and time for self-guided work increases (from 7-40 min in accordance). Students work in three modes: collective with teacher, individually with teacher and by themselves.

Thus for us such learning is not just conveying new information but also learning self-guided work skills, self-control, mutual control and research activity skills. Using internet in Tatar language and Literature lessons enable students to learn writers' works deeper to make an excursion to literature museums to participate various extra-mural contests which kindle students' interest towards subject of study, broaden their minds, creates propitious learning motivation.

Computer technology implementation can be regarded as explanation and illustration educational method, primary task of which is to provide information learning by means of conveying educational material and providing its successful apprehension, intensified by using visual memory.

As we well know, we best remember what we see, thus educational time saving increases dramatically and knowledge gained is preserved for much longer. In her practice L.A. Nurova uses synopsis-presentations, created in Microsoft Power Point; they contain pictures with short text attached. During such presentation in the process of explaining new topic, pic sequence alignment will be sufficient; essential topic subjects should be shown in presentation.

For example, synopsis-presentations on publications of G. Tukaia "Shurale" ("Shyrate") and "Vodianaia" ("Su anasy) were created. Computer presentation on Tatar language lessons help codify digestion of educational material, since a teacher shows different slides, video-materials on projector and PC's in special multimedia classes instead of usual class-board.

Level and quality of presentation material effect student's apprehension extent that is why presentation should be colorful, substantial, emotionally-filled and it should take students' age peculiarities into account. Thus, a balanced influence on visual, aural and emotional memory takes place.

Therefore, computer presentations grant Tatar language and Literature teachers with opportunity to use illustrated data for educational purposes that greatly increase students' interest towards subject at hand and encourages them to look for additional data on their own.

Information and telecommunication technologies need to be more actively implemented into Tatar language learning process, starting from the first stages of learning and elementary school.

Still any methodological novelty is a relative idea: A novelty for one teacher may easily be a well known and out-of-date matter for another one. Consequently, we should look at the novelty problem from historical prospective. A novelty, having appeared in certain time and with goals defined may become a norm or overdue in time and disappear from appliance (Kharisova, 2013). Rather rich, various data from Internet resources can be used in "Tatar national holidays" topic study. Moreover, it can be used not only in-class but also on out of school activities like sport or competition events (Tatar national games and competitions) (Kharisov, 2013a, b).

Applying information and communication technologies in Tatar language classes, we can make all kinds of traditional exercises for visual perception, filling in of letters, inserting punctuation marks, text editing etc.

Information required can be highlighted for drawing students' attention towards a misspelled or misplaced letter you can use a "flasher" in tables and spell-rules you may highlight the letter required by color, font, etc.

Using computer in Tatar language study allows students to foster reading and writing skills as well as expand vocabulary (Shakirova, 2010).

RESULTS AND DISCUSSION

Modern information and communication technologies usage pattern for tatar language classes: Implementing modern ICT into educational process is the will of time. It is hard to picture a school without computer technologies nowadays. Still, it does not mean that Tatar language classes should only use computers.

Linguistic science repertoire has far more greater number of new forms and methods of conveying and digesting language and oral material aside from it.

The major goal of Russian language schools is forming and developing communication skills and abilities, introducing the culture of communication with different ethos representatives. Accordingly, the following comes to the foreground:

- Defining possibility and frequency of computer technology application for Tatar language classes
- Applying specialized programs for Tatar language learning and teaching how to use them during educational process
- Understanding the fact that computer technology present effective means for Tatar language teaching

Here is the list of ICT frequently used for educational purposes: computer, multi-media projector, interactive board, E-dictionaries and encyclopedias, Internet resources, audio and video gadgets, DVD and CD disks. It is against that background that Tatar language and Literature teachers have wide possibility for using internet-recourses in day to day activity: "Tetracartoon", on line show "Ana tele", E-handbook on all chapters of Tatar language "Tatar tele", "Tatar.ru" site and others.

It goes without saying that using various internet options enables us first to intensify education process, second to increase student knowledge digestion on native language, third, gives great motivation for learning, compels students to more productive thinking and active in-class work (Nurova and Kharisov, 2014).

Moreover in elementary classes learning through communication principle (learning through dialog and polilogue) goes topside, creating various educational and out of school situations on certain topics for example, "Introduction", "Leave-taking", "On Tatar language class", "Golden Autumn", "My favorite Tatar Writer", "In the library", etc.

Should an easy conversation be complemented by a slide or video-presentation, previously made by teacher, students would acquire Tatar spoken language skills faster and would much easier learn grammar and oral material. It is also on the front burner for many Tatar for whom Russian is a native language.

During Tatar language classes, it is teacher's task to bring out the beauty of phonation and form variety of Tatar language, comparing it to Russian, help students learn general and specific phenomena in order to master contact languages more consciously and productively starting from the first grade (Shakurova and Mirzagitov, 2014).

Applying computer technologies in class helps intensify education process, grants new knowledge acquisition possibilities, allows to step away from traditional education forms and methods at least for a time, helps create new ideas and difficult solutions for tasks, set by educational program and new generation FGOS. Consequently, computer use helps solving very important education process tasks:

- Expands cognitive activity, stimulates more conscious mastery of oral and language material
- Allows us to take student psychological abilities into consideration and to grade tasks impersonally
- It individualizes student's educational activity
- Improves efficiency and practicability of educational material at use in education process (Kharisov, 2013a, b)

Computer presentation during Tatar language classes help codify digestion of educational material, since teacher shows different slides, video-materials on projector and PC's in special multimedia classes instead of usual class-board.

Level and quality of presentation material effect student's apprehension extent; that is why presentation should be colorful, substantial, emotionally-filled and it should take students' age peculiarities into account.

Thus, a balanced influence on visual, aural and emotional memory takes place. Therefore, computer presentations grant Tatar language and Literature teachers with opportunity to use illustrated data for educational purposes that greatly increases students' interest towards subject at hand and encourages them to look for additional data on their own (Kharisov and Kharisova, 2013).

Yet, over-indulgence in computer technologies may lead to decrease of literature language percentage in student's speech, thus student's Tatar language communication skills may come to harm.

Computer can be used during new material presentation, revision of lessons learned and in the process of PE-pause. It should serve as device for information finding, impetus for self-guided Tatar Language learning and as means of motivation for study.

Current thesis brings us to the thought that although computer technologies present an effective means for learning and enable to better the Tatar language learning quality and student knowledge control, still for the time being, a teacher is the main "maesto di capella", providing students with knowledge skills and abilities and keeping track of educational program fulfillment.

Summary: Certainly, using information and communication technologies in educational process does not exclude traditional Tatar language learning forms and methods.

These should harmoniously merge on all stage of school education (introduction, training, application and student acquired knowledge control).

Thus, appropriate and consistent implementation of ICT, including computer programs, Tatar language internet-resources (http://www.tatknigafund.ru; http://belem.ru/; http://www.tatar-inform.ru/; kitap.net.ru; anatele.ef.com) considerably increase Tatar Language learning motivation and quality.

CONCLUSION

Current problem theoretical study and practical application in educational system enables us to conclude that ICT implementation considerably increases Tatar language learning quality and effectiveness over the whole period of school education.

ACKNOWLEDGEMENTS

REFERENCES

Kharisov, F.F. and C.M. Kharisova, 2013. Comparative-typological characteristics of segmental units of Tatar and Russian languages. Bull. Kazan State Univ. Cult. Arts Scient. J., 3: 3-105.

Kharisov, F.F. and C.M. Kharisova, 2014. Bilingualism and multilingualism in a globalized society. Life Sci. J., 11: 439-443.

Kharisov, F.F., 2013a. The problems of the related education of students learning Tatar and Russian. Int. Res. J., 10: 54-56.

Kharisov, F.F., 2013b. Language: The way to civilization and culture. Philol. Cult., 2: 323-326.

Kharisova, C.M., 2013. Word structural feature in Tatar Language: Lingvodeductical aspect. Philol. Cult., 2: 310-313.

Khusnutdinov, D.K. and G.F. Giniiatullina, 2014. Particular nature of philology department student training for computer technology aided professional-oriented reading. Philological Sci. Theory Pract. Issues, 6: 193-195.

Nurova, L.A. and F.F. Kharisov, 2014. Information and communication technology usage pattern for elementary school Tatar Language classes. Philological Sci. Theory Pract. Issues, 8: 110-112.

Polat, E.S., M.I. Bukharkina, M.V. Moiseeva and A.E. Petrov, 2002. [New pedagogical and information technologies in the education system: Manual for students of pedagogical universities and system of improvement of professional skill of teachers]. Akademiia, Moscow, pp: 123-132.

Shakirova, G.R., 2010. Features of learning adverbs of the Tatar language of students of philological faculty. Kazan Pedagogical J., 3: 94-98.

Shakurova, M.M. and R.H. Mirzagitov, 2014. Linguistic analysis of Tatar language textbooks for non-Russian students. Life Sci. J., 11: 674-677.