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К вопросу о билингвальном обучении в Татарстане

Билингвальное обучение представляет собой методологию, которая направлена на обучение предметам на двух языках. Также ее называют CLIL-методологией (Content and Language Integrated Learning – предметно-языковое интегрированное обучение). В статье раскрываются сущность и основные подходы билингвального обучения, а так же его двусторонность. На сегодняшний день очень велик международный опыт, а так же действует европейский проект по поддержке билингвально образования. В статье также рассматривается опыт финских ученых института Ювяскюля. Сравнивается использование системы билингвального обучения в Кабардино-Балкарии и в Татарстане.

The problem of bilingual education in Tatarstan

Bilingualism is an ability of definite groups of people to have a good command of two languages. People speaking two languages are called bilinguals.

First it is necessary to clear up the definition of bilingual education. Bilingual education is a methodology which is aimed at teaching subjects in two languages. It is also called CLIL-methodology (Content and Language Integrated Learning).

From the articles by Yevdokhina E. K., Ozhegova E. Yu., Zagashtokov A. H. and Kulimova R. H. dedicated to this type of teaching we learnt that this mode of teaching is efficient, progressive, but contradictory too.

This methodology is two-sided: on the one hand it is learning a foreign language, on the other hand it is getting general educational knowledge. Thus, it is beneficial both for students who are good at languages and for those who are good at exact sciences. It seems to us that

this technology can somehow “heat” the interest to learning and personal development.

Kazan Federal University can be an example of the use of this methodology, where the language of teaching Informatics and Combinatorial Theory in the first and second courses is English. On behalf of students who took part in this experiment, I can applaud to this technology. As most students of the humanitarian faculty have no taste for the exact sciences such subjects as Combinatorial Theory are difficult for them. But the bilingual education technology here has a good result: students learn new expressions and definitions in another language and at the same time they get involved in the subject itself and the interest to this branch of science is increasing.

In January, 2012, Via Light Project was created, the association of the European countries with a view to support the bilingual education [1]. The project was set up in Berlin. However, many countries such as Russia, Bulgaria, Cyprus, Estonia, Finland, Latvia and Moldavia also joined it. It should be mentioned that this project was a debut for Russia, because there were no precedents of inviting Russia to the educational projects organized by European Commission before.

“The project was created to improve the qualification of school and kindergarten teachers, working with kids for whom the language of the country of residence is not the only one. The first step was an analysis of the existing teaching practice in the partner countries. For example, in Germany the specialists analyzed more than 40 programs of different schools of education and came to the conclusion that preparation of school and kindergarten teachers for the work with children-bilinguals is rather neglected. The similar situation was exposed in the other countries as well”, – informs RIA News [2].

Among the partner countries of the project Via Light there are some that have been dealing with the problem of bilingualism for a long time. Let's pay more attention to the Finnish scientists of the Jyväskylä University. In 1999 they created a project “CLIL Initiatives for the Millennium”.

Within the given project, as E. K. Evdokhina informs us in her article [3], they could find out that this methodology has two-way trend (as it has already been said above), besides, that it has a contradictory character. The Finnish scientists of the Jyväskylä University insist that only one bilinguals' language dominates. But they also state that the receptive skills reach the level close to a native speaker's level under the condition of

many years of bilingual education. Moreover, no disadvantages of the given program were found out, in any case the present methodology affects positively the competence in a language, improving it.

The problem of bilingualism is especially challenging within the republic of Tatarstan. In Tatarstan there is one national language – Tatar and one state language – Russian. As the years go by some assimilation not only of the population but of the languages has occurred. In the Tatar language a great number of borrowings from Russian have appeared, some words have disappeared at all, having been substituted by the Russian equivalents. But still the part of the population of the native Tatars remains who communicate in Tatar both inside the family and with their friends, relatives, colleagues at work. When they have children, a situation of conflict between two languages occurs. A child, whose family communicates completely in Tatar, that is, family where the Tatar language is dominant, coming to school has to face the fact that Tatar is dominant here no more, because the education at most schools in Tatarstan is performed completely in Russian. The Tatar language becomes one of the subjects in the cycle of general education of a secondary school. Russian becomes dominant. Moreover, some children whose command of Russian is not as good as of Tatar, may have difficulties in their studies.

The same problem was studied by such scientists-methodologists from Kabardino-Balkaria as A. Kh. Zagashtokov and R. Kh. Kulimova in the journal “Bulletin of Adygei state university. Edition 3: Pedagogics and Psychology” [4]. The article describes the problems of two “native” languages in detail, one dominated over another. In comparison with the Tatarstan's one, Kabardino-Balkarian's system of education markedly differs. From the first up to the third grades in school the education is carried out completely in Kabardian, after that a smooth switch into Russian takes place.

In our opinion, comparing the Tatarstan's and Kabardino-Balkarian's systems of education, attention should be paid to the fact that in Kabardino-Balkaria the most part of the population is the native Kabardino-Balkarians. Meanwhile, in Tatarstan the ratio of Tatar and Russian population is practically equal, differing by several %. More than that, cross marriages are widespread, where the older generation speaks Tatar, but the youths speak Russian, as a result the Russian language dominates because it becomes conversational. Therefore, to our minds, the system of education presented by the researchers from Kabardino-Balkaria is possibly not very appropriate in Tatarstan.

ЛИТЕРАТУРА

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Язык французской молодежи на примере смс и чатов

В статье характеризуется язык современной французской молодежи, общающейся, согласно ритму жизни и имеющимся технологическим возможностям современности, в чатах и при помощи смс сообщений. Этот язык, являясь исключительно письменным, имеет свои особенности, проявляющиеся в употреблении и изобретении новой лексики, в способах ее передачи на письме, иногда в пренебрежении грамматическими нормами. Язык смс и чатов – интересное лингвистическое явление, требующее тщательного изучения и глубокого исследования на различных уровнях.