

ARTICLE

METHODOLOGICAL HERITAGE OF KAZAN SCIENTISTS IN THE FIELD OF TEACHING THE RUSSIAN LANGUAGE

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ABSTRACT

The article is devoted to disclosing of methodological potential of scientists of the Kazan methodical school in teaching the Russian language in a multicultural environment. For the first time, a specially developed site reflects the scientific and methodological activity of representatives of the modern Kazan linguistic methodical school, whose founder is rightfully considered to be a doctor of pedagogical sciences. Professor L.Z. Shakirova. In the article the authors make an attempt to show the relevance of the materials of the site for studying, disseminating the experience of teaching the Russian language as a non-native. Identified the main methodological ideas of Kazan scientists: a textual organization of the didactic material with the features of the mother tongue based on data from the comparative-typological analysis of Russian and native languages; the concept of holistic training Russian and native languages; dialogue of languages and cultures; competence-based approach to the development of bilingual linguistic identity. The article may be of interest to practicing teachers of the Russian language working in a multi-ethnic audience, as well as for anyone who is interested in the problems of modern linguistic methods.

INTRODUCTION

The development of any science presupposes the development of scientific schools, scientific views that unite mentors and their students. In the teaching of the Russian language can be called such the most famous scientific schools that developed and developed under the leadership of leading scientists of the country, as «Moscow methodical scientific school of spelling on the grammatical basis» of A. V. Tekuchev; «Moscow methodical scientific school for the formation of the linguistic worldview» of M.T. Baranova; «Cognitive-semantic approach in the teaching of the Russian language» of L.A. Trostentsova; «Aksio logic linguistic methodology: ideological and value aspects in the school and university teaching of the Russian language» by A.D. Deikina and others.

As applied to the teaching of the Russian language as a non-native language (formerly the term "Russian language in the national school" was used), methodical scientific schools were formed and developed by L.G. Sayakhova (Bashkir State University), A. Anisimova (Chuvash State Pedagogical Institute), K. Z. Zakiryanova (Bashkir State University) and others.

Studying the scientific heritage in the field of teaching Russian language allows to determine, on the one hand, the many years of positive experience accumulated by methodologists, on the other hand, helps to outline the modern trajectory of the development of linguistic methods in the 21st century.

MATERIALS AND METHODS

To achieve this goal, we used methods of research analysis, observation, description, comparison, generalization. The research involved the work of scientists on the theory and practice of teaching the Russian language, linguodidactics, the methodology of teaching the Russian language as a non-native, textbooks and teaching aids in the Russian language.

RESULTS

In the scientific community, the Kazan linguistic (KLS), Turkic and linguistic methodical schools are widely known.

It should be noted that the Kazan linguistic methodical school is known far beyond the borders of the Russian Federation, the first publications about it began to appear in the 80s of the twentieth century. To date, the role of the Kazan linguistic methodical school, the scientific and pedagogical activity of L.Z. Shakirova wrote a lot for the development of the national linguistic methodology. In particular, it is worth mentioning such works as: "L.Z. Shakirova's contribution to the development of linguistic methodology in the Republic of Tatarstan" [1]; "An outstanding methodologist of the Russian language of the Russian Federation" [2]; "A man of amazing talent" [3]; "Methods of teaching the Russian language and Russian studies in essays on scientists of the Russian Federation and abroad: a biobibliographical reference book" [6]; "Scientific and methodological heritage of scientists of Tatarstan: Liya Zakirovna Shakirova" [4]; "The Russian language as a non-native in the Republic of Tatarstan: the problems of teaching in school" [9]; "Linguistic school of Leah Zakirovna Shakirova. In memory of the outstanding scientist of the Republic of Tatarstan" [5] etc.

Over the last decade, special publications dedicated to the Kazan linguistic methodical school appeared: "Kazan lingomethodic school: past and present. Historical excursion" [6]; "Kazan Linguistic School:

KEY WORDS

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Shakirova Liya Zakirovna: collection of articles and memoirs, dedicated to the jubilee of Doctor of Pedagogical Sciences, Professor Leah Zakirovna Shakirova," etc.

All these studies and publications, as well as the popularity of the scientific school in the methodical circles, paved the way for the development of a special site "Kazan Linguistic Methodic School" [7,8,9], which will reflect the multifaceted and long-term activity of both the scientific school itself and the head of the scientific school LZ Shakirova, and her students and colleagues in the field of methods of teaching the Russian language in school and university [10,11,12]. The site "Kazan linguistic methodical school", developed by the efforts of teachers and post-graduates of the Department of Russian Language and Applied Linguistics of the Institute of Philology and Intercultural Communication. Leo Tolstoy Kazan federal university, will allow to generalize and systematize the huge scientific and pedagogical activities of the founder of the scientific school - doctor of pedagogical sciences, Professor Leah Zakirovna Shakirova, as well as her students [13,14]. Since 1975, Leya Zakirovna has trained 3 doctors and 19 candidates of sciences in specialty 13.00.02 - theory and methodology of education and upbringing (Russian language, Tatar language). Liya Zakirovna's monographic studies, her articles and textbooks are in demand in modern linguistic methods, so they are addressed both by beginning scientists, practicing teachers of the Russian language, and by experienced linguistic methodologists [15,16,17].

The structure of the site "Kazan Lingomethodic School" (KLMSH) includes the following sections: 1. Information about KLMSH. 2. Liya Zakirovna Shakirova - the founder of modern KLMSH. 3. Representatives of KLMSH. 4. Studies devoted to KLMSH. 5. Textbooks and teaching aids developed by the representatives of KLMSH. 6. Conferences. 7. Contacts.

In preparing the materials for the section "Liya Zakirovna Shakirova - the founder of modern KLMSH", the author-developers turned to the research of Leah Zaikrovna, which number is more than 350, to the archival materials of the Kazan Federal University, the National Archive of the Republic of Tatarstan, K. D. Ushinsky (Moscow). A list of Liya Zakirovna's books from her personal library, donated in 2014 to the reading room of the Institute of Philology and Intercultural Communication, was also drawn up and placed on the site. Leo Tolstoy for use by students, undergraduates, graduate students, university professors. Despite the availability of publications reflecting one or another aspect of the scientific and pedagogical activity of the scientist, no special monographic study of the scientist's legacy has been conducted so far. To fill this gap will be a study, which is currently being conducted by the post-graduate student of the Department of Russian Language and Applied Linguistics, I.S. Fazliakhmetov in the framework of writing a Ph.D. thesis devoted to the linguistic legacy of L.Z. Shakirova.

In the section "Textbooks and tutorials developed by KLMS representatives" site users will pay attention to the fact that Liya Zakirovna, her students and colleagues are authors and co-authors of many textbooks and teaching aids in the Russian language for the Tatar school, in which the concept of taking into account the peculiarities of the native language of students in teaching Russian as a non-native (second) language, based on the results of comparative study of languages [10, 14]. A comparative method is embedded in the content of the Russian language textbooks, this is manifested in the fact that the authors use transpositional material for repetition and comparison: the names of paragraphs are given in two languages - Russian and Tatar, which allows, according to linguometodists, students to recall the material studied in the lessons of the native language (for more details see: [18,19,20]).

In recent years, various conferences have been held, in which attention was paid to the dissemination and popularization of the ideas of the Kazan linguistic method school. For example, "V.A. Bogoroditsky and modern problems of research and teaching of languages: II All-Russia scientific-practical conference (Kazan, 2009); "Philology and Education: Modern Concepts and Technologies: International Scientific and Practical Conference (3-5 June 2010, Kazan, 2010); "Philology and Education: Modern Concepts and Technologies: All-Russian Scientific and Practical Conference, dedicated to the 90th birthday of Professor, Doctor of Education Leah Zakirovna Shakirova (February 14-15, 2011, Kazan, 2011); "Russian language and literature in the Turkic world: modern concepts and technologies: international scientific and practical conference (Kazan, 2012, Kazan, 2016).

CONCLUSION

We believe that the website "Kazan Lingomethodic School" will become popular, the materials presented will be useful for all users, will promote the dissemination of the methodological ideas of Kazan linguistic methodologists, among which are: textual organization of didactic material that made it possible to translate the idea of interconnected in the Russian language course studying the language and culture of the people, its bearer; the principle of taking into account the peculiarities of the native language of students, based on data from the comparative-typological analysis of the Russian and Tatar languages; the concept of holistic teaching of Russian and native languages; dialogue of languages and cultures; competence approach to the formation of a bilingual language personality.

DISCUSSION

Currently, we often visit various Internet sites, which is an integral part of our lives. And we hope that the creation of the site dedicated to the Kazan lingomethodic school will serve to disseminate the ideas of its

representatives and help teachers to achieve maximum results when teaching the Russian language as a non-native language.

CONFLICT OF INTEREST

None

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