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**LANGUAGE POLICY IN THE FORMATION OF ETHNIC
IDENTITY IN PRESCHOOL EDUCATION (ON THE EXAMPLE OF
THE EVENKI LANGUAGE IN RUSSIAN AND LANGUAGES OF
NATIONAL MINORITIES IN GERMANY)**

Abstract

The article focuses upon the problem of preserving the languages of national minorities in Russia and abroad. The experience of ethnic identity formation among the Evenki in Russia and the national minorities in Germany is analyzed, the language situation in the two countries in recent years is considered. The role of preschool educational institutions in ethnic group and its language preservation is emphasized. It is concluded that the fate of ethnic national minorities depends on the language policy of the government, whose task is to promote learning several languages from an early age, creation of national schools, restoration of traditional native speakers lifestyle, the revival of the material culture of the people to bridge the gap between generations of the ethnic group. One of the main channels to implement this policy should be preschool educational institutions.

Keywords: national minorities, ethnic identity, the Evenki language, language policy, preschools, national schools, national education, kindergarten «Zvjozdochka».