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ETHNOCULTURAL EDUCATION IN THE SOUTH OF TYUMEN REGION AND THE CHALLENGES OF PRESERVING THE SIBERIAN-TARTAR LANGUAGE

Abstract

The article reflects the results of an ethnosociological study of the situation with ethnocultural education in the south of the Tyumen region. The analysis of historical processes showed that in the 20s–40s of the 20th century in Tatar educational institutions, instruction was conducted in the Old Tatar language, which was understandable to the majority of Siberian Tatars. However, after turning from the Old Tatar to the Tatar language of the Middle Volga region (Tatar literary), the situation changed. There were difficulties with the students perception of the language that was non-native for them. It has been established that long-term teaching in the national schools of the Tatar literary language did not bring significant results. Siberian Tatars continued to use native and Russian languages in everyday life. The study of the current situation has revealed, on the one hand, the interest of students and their parents in studying the Siberian-Tatar language, on the other – the unwillingness of the heads of education administration bodies to change the established system. The main conclusion of the study is the need for a gradual full or partial reorientation of the educational process in Tatar schools in the south of the Tyumen region towards the language and literature of Siberian Tatars.

Keywords: Siberian Tatars, south of the Tyumen Region, ethnocultural education, problems, Tatar literary language, Siberian-Tatar language, standardization.

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