

Formation of lingual identity in preschool institutions of the Republic of Tatarstan

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Abstract

© 2014, Canadian Center of Science and Education. All rights reserved. In the Republic of Tatarstan (Russian Federation) we meet with a certain discrepancy when deal with the problem of lingual identity formation. Therefore the outcomes of coordinated (synchronous, simultaneous) teaching of Russian, Tatar and English languages to preschool level children are to be analysed. In Tatarstan it emerged, on the one hand, from the need to learn three languages rather than two, i.e. Tatar, Russian and English languages at an active speaking level. The problems of lingual identity formation in preschool institutions of the Republic of Tatarstan are depicted. The research showed that children relatively easily and quickly remember the words, learn to use them in their speech, show their interest in differences between the languages. If in the course of the second stage of research 40% of children got high score, then during the third stage 80% revealed good knowledge, which makes the majority of the group. Children recognize familiar words, can name the things, try to make sentences in all three languages. It's quite natural, that not all children can master language material, but there's a tendency that answers of all children become more confident and precise to the third stage of research. At the first stage, children did not understand the difference between the languages. At the second stage children confused languages, made mistakes in their answers, while at the third stage there were far less mistakes. Monitoring is very important in teaching languages, since it allows to estimate the level of mastering language material, to define group of children who feel it difficult to learn languages in order to carry out additional work on subject revision.

<http://dx.doi.org/10.5539/ass.v10n24p231>

Keywords

Bilingual, Coordinated, Lingual identity, Polycultural, Preschool level, Trilingual education