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## **SCHOOL - A TOOL OF CONSOLIDATION**

**Abstract.** In modern conditions of the world economy's monopolization, sanctions, the flow of external migration of the labor force is an urgent problem of the necessity at the state level to preserve the cohesion and unity of the multiethnic Russian society. The article examines the historical development of Russia, where the school as a social institution performs not only an educational function but also the role of consolidating the multiethnic composition of the state. Russian language and culture fulfill this role through the school.

Russian is historically considered as the language of integration of nations who have passed their ethnogenesis on the territory of Russia, their spiritual and cultural rapprochement with the Russians by the method of N. I. Ilminsky while preserving the native languages of students. Performing the function of consolidation, the Russian language acted as an integrator of nations, not their assimilator, as evidenced by statistics on the actual existence of more than 230 languages and dialects of nations.

The article notes that in Russian politics before the reconstruction period, the school, performing a consolidating function, was a tool for leveling the ethnic characteristics of students, through unitary language training, forming national-Russian bilingualism.

The analysis of scientific sources shows that such conditions before the reconstruction period led to objective facts not manifestations of interethnic conflicts. Also, during the entire Soviet period, literary languages were created and developed, and dialects were preserved to some extent, but, unfortunately, the functions of native languages were narrowed in social spheres. Describing the post-soviet period, cultural and linguistic diversity is noted, which is a significant source of social conflicts and political discussions. Under these conditions, cultural and linguistic state homogeneity becomes a subject of dissatisfaction in the public life of speakers of minority languages. The problem arises as to how to guarantee the participation of each language group in the life of a multilingual society with their socio-cultural integration, without violating international human rights legislation.

**Key words:** school, language, poly-ethnic society, consolidation, identity.

**Introduction.** Modern monopolization of the world economy, sanctions, flows of external migration of labor, all these objective factors determine the overall modernization of society and in particular the education system, the formation of a new way of life, and the social behavior of citizens. In these conditions, cultural and linguistic diversity begins to dominate the real household environment, which is a significant source of social conflicts and political discussions [1]. This situation makes it necessary to develop procedures at the state level aimed at preserving the cohesion and consolidation of multi-ethnic Russian society. In these processes, one of the main roles belongs to the school education system, and in particular to the implementation of language education policy [2]. To develop an effective model of educational activities aimed at removing inter-ethnic tension, it is necessary to analyze the past and present, which allows us to understand the causes of problems and forecast prospects.

During the period of socialist construction of the Russian state, the development of language policy was based on the principles of language development's dependence of legitimacy on the laws of social development, using a comparative-historical approach [3]. This approach, narrowing the sphere of

functioning of the native language [4], allowed creating and developing literary languages and preserving dialects to some extent [5]. After the 30s of the twentieth century, minimal conditions were created for the preservation of native languages. However, the number of disappeared languages was also minimal [6]. Science, culture, and the media played a positive role in preserving the functioning of languages, not schools. The school helped to preserve the quality of the language (grammatical foundations). Russian language materials used the same concepts: "Russian language", "native language", "national language", i.e. Russian was not included in the native languages. Unified requirements were developed for textbooks and school dictionaries in native languages, and textbooks in Russian were developed taking into account the language environment: for students who are native speakers of Abkhazian-Adyg, Turkic, Finno-Ugric languages. The methodological materials for textbooks were developed considering the level of Russian language proficiency (for both proficient and non-proficient).

Analyzing the post-soviet period of Russia's development, we can distinguish three stages in the implementation of language education policy.

The first stage from 1992 to 2007. To satisfy the poly subject social order, the law of the Russian Federation "on education" was adopted in 1992. As a result, all schools, without exception, introduce a regional (national-regional) component of the education's content. The overall result of the component introduction was an increase in the number of languages learning from 21 in 1989 to 31 in 1993. The number of languages taught in schools as a subject has increased from 44 to 68 [7]. By 2007, the number of languages studied had increased to 89, and 29 of them were taught in those languages [8]. Since 2005, as part of the national-regional component, schools in some regions have started to introduce the compulsory study of the state language of the Republic by reducing the hours for learning Russian, which has caused dissatisfaction from the parent community.

Federal law No. 309-FZ came into force on December 1, 2007 [9]. We can stress the second stage. It was necessary to bring the norms of the Law of the Russian Federation "on education" in line with the norms of the Constitution of the Russian Federation [10]. In accordance with the new law, the school must develop a basic educational program with an ethnocultural orientation. It was assumed that the study of native languages will be implemented as part of the main educational program, formed by participants in the educational process and only at the request and choice of participants in the educational process.

In December 2012, a new version of the Federal law "on education in the Russian Federation" is published and the third stage of implementation of the language education policy begins. In accordance with article 14 of this law, it was necessary to use the following concepts: "state language of the Russian Federation" "state language of the Republic of the Russian Federation", "native language, among the nations' languages in Russia". The Federal state educational standards developed in these years did not provide the study of subjects "State language of the Russian Federation", "Native language (Russian)". In August 2018, Federal law No. 317 – FZ was adopted [11]. According to the law, "parents and legal representatives of students choose (at the request of parents) both the language of education and the language of study. These changes, for the first time in history, have legally established the Russian language as a native language.

To study a new independent academic subject "Native language (Russian)", it is necessary to develop new Federal state educational standards, sample work programs on this subject for all levels, textbooks, trained teachers, and manuals. The new subject should be aimed at preserving the Russian cultural dominant [12]. At present, certain difficulties arise on all these issues.

For objective reasons, it is impossible to organize study for many languages among the languages of other nations in Russia [13,14]. Almost all languages, except 16, do not have textbooks in the Federal list of textbooks [15]. Teachers are not trained in many languages. There are no funds for organizing the teaching of languages among the other nations' languages in Russia. The resolution of these problems will help to consolidate the multi-ethnic community of Russians.

**Analysis of publications.** To develop the stated topic, it is necessary to analyze the legislative acts of the Federal level and the level of the constituent republics of the Russian Federation, which establish the rights to preserve and develop the native language and regulate the conditions for the implementation of language education policy. The Constitution of the Russian Federation [10] establishes the right to use the native language, to freely choose the language of communication, education, training, and creativity (article 26, part 2). At the same time, the Russian Federation guarantees all its peoples the right to preserve

their native language and create conditions for its study and development (article 68, part 3). Following the constitutional logic, Federal educational legislation establishes similar conditions for the implementation of language education policy (articles 11 and 14). However, there is a complex of factors that do not allow creating conditions for the implementation of constitutional rights to learn the native language, which creates conditions of inter-ethnic tension. Currently, almost all classes are poly-ethnic in their composition and, therefore, it is impossible to divide them into groups based on different native languages. At this moment, there are more than 230 languages and dialects in Russia. To remove the negative trends of increasing contradictions between speakers of minority and majority languages, the presidential decree established the Foundation for the preservation and study of native languages of the different nations in the Russian Federation [15]. The Ministry of education of the Russian Federation created the Institute for the development of the native languages of other nations in the Russian Federation [19,22].

Thus, when the legally-established rights and linguistic minority community demanding the creation of conditions for studying the native language, there is the problem of finding the model of optimal balance between mechanisms of social integration, the formation of national civic identity and the creation of conditions for the preservation and development of other nations' languages in a multi-ethnic state. This model is necessary to preserve a consolidated society and the integrity of the state. It will be empirically successful only if a balance can be found between the recognition of individual language communities and the language requirements of existing economic and political systems [21,20].

**The results of the research.** Analysis of scientific sources, legislative and regulatory acts shows that during the entire post-Soviet period, unfortunately, it was not possible to create a full-fledged Dialogic school with instruction in the native language. A school that would form, on the one hand, a full-fledged modern citizen of Russia, and, on the other, a native speaker of a high-quality native language and culture. Such a school would create conditions for meeting the educational needs of numerous nations of Russia and would ensure their peace and harmony.

Analyzing the practice of implementing new legislative norms in terms of studying languages among the nations' languages of the Russian Federation, we can conclude that in order to remove the problems that arise in the organization of General education activities, the Ministry of education of the Russian Federation needs to make several amendments to the regulations: FES, the order on the procedure for developing exemplary basic educational programs at all levels[16], variants of exemplary curricula, considering the specifics of the model of General education organizations aimed at preserving the languages and cultures of the nations of Russia and in particular to create conditions for teaching in their native languages. In the Federal state educational standards of primary and basic general education, in terms of requirements for the results of mastering subjects, should include requirements for the subjects "State language of the Russian Federation", "Native language", "Native language (Russian)". Create the conditions so that in the registry approximate basic educational programs there was a program of ethnic and cultural orientation. Provide variability in the structure of basic educational programs at all levels of education in the FES. For teachers, it is necessary to develop qualification requirements for the level of native language proficiency.

The practice of the last ten years indicates the need to develop the Concept of the state language policy of the Russian Federation in accordance with the instruction of the President of the Russian Federation from 01.03.2020 № PR-355, item 4 (a) to submit proposals for its development [17,23].

**Conclusion.** In order to create conditions for maintaining peace and harmony in a multi-ethnic society, special attention from the state is required for school with instruction in the native language among the nations' languages of Russia and school with the study of the native language. The obtained research results are necessary for federal education authorities. Considering the proposals made in the work and making certain changes and additions to departmental regulations, conditions will be created in general education organizations for more complete satisfaction of ethnocultural educational needs.

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### МЕКТЕП – БІРІКТІРУ ҚҰРАЛЫ

**Аннотация.** Тарихи орыс тілі Ресей аумағындағы этногенезден шыққан бұрынғы халықтардың бірігу тілі ретінде қарастырылады, олар орыс тілімен рухани және мәдени жақын болғандықтан Н.И. Ильминский әдісі бойынша өз ана тілдерін сақтап қалған. Шоғырландыру қызметін атқарған орыс тілі халықтардың интеграторы болғанымен, ассимилятор ретінде әрекет етпеді, бұл – 230-дан астам халық тілдері мен диалектілерінің нақты өмір сүруінің статистикасы.

Мақалада Ресей саясатында қайта құру кезеңіне дейін мектепті біріктіру функциясын атқарған ұлттық-орыс қостілдігін қалыптастыратын унитарлық тілдік оқыту арқылы білім алушылардың этникалық сипаттамаларын нивелирлеу құралы болғандығы атап көрсетілген. Ғылыми дереккөздерді талдау қайта құру кезеңіне дейінгі мұндай жағдайлар ұлтаралық қақтығыстардың көрінбеуінің объективті фактілеріне әкелгенін көрсетеді.

Сондай-ақ бүкіл Кеңес кезеңінде әдеби тіл қалыптасып дамыды және белгілі бір дәрежеде диалектілер сақталды, бірақ, екіншіше орай, әлеуметтік салаларда ана тілдерінің функциясы тарылды. Посткеңестік кезеңді сипаттай отырып, әлеуметтік қақтығыстар мен саяси пікірталастардың елеулі көзі болып саналатын мәдени және тілдік алуан түрлілік байқалады. Бұл жағдайда мәдени және тілдік мемлекеттік біртектілік азшылық тілдерін тасымалдаушылардың қоғамдық өмірінде қанағаттанбаудың мәніне айналады.

Әрбір тілдік топтың адам құқығы туралы халықаралық заңнаманы бұзбай, олардың әлеуметтік-мәдени интеграциясы кезінде монотілді социум өміріне қатысуына қалай кепілдік беру мәселесі туындайды. Қазіргі уақытта халықаралық конвенцияларда тілдік теңдік, білім беру саласында азшылық тілдерін және көп дәрежеде мектеп тілін пайдалануда кемсітушіліктің болмауы сынды қағидаттар бекітілген.

Бұл бөлімде ұлттық немесе этникалық, діни және тілдік азшылықтарға жататын адам құқықтарының БҰҰ декларациясы әмбебап болып саналады. Тіл ақпаратты тарататын және сана-сезімді қалыптастыратын ең іргелі коммуникативтік және репрезентативті жүйелердің бірі бола отырып, әлеуметтік интеграцияға және әлемге көзқарас әлемнің белгілі бір бейнесін қалыптастыруға үлес қосады. Осылайша тіл топтық сананы қалыптастыруда және ұжымдық бірегейлік символын құруда маңызды рөл атқарады.

Көпшілік тілі мемлекеттік мәртебедегі, сондай-ақ топтық сананы қалыптастыруда және көпұлтты ұжымдық жалпы азаматтық бірегейлік символын құруда маңызды рөл атқарады. Тарихи қалыптасқан жағдайда, бірыңғай тілдік көпшілік ресми тілінде мектептік оқыту арқылы қоғамда өзі туралы азшылықтың тілдік қоғамдастықтары мәлімдеген жағдайда, әлеуметтік интеграция тетіктерін іске асыру, жалпы мемлекеттік азаматтық бірегейлікті қалыптастыру және көпұлтты мемлекет халықтарының тілдерін сақтау мен дамытуға жағдай жасау арасындағы оңтайлы арақатынас моделін іздестіру қажеттілігі атап өтіледі. Көпұлтты қоғам бірлігін, мемлекет тұтастығын сақтау және жанжалды нивелирлеу үшін дәл осындай үлгі қажет. Егер азшылық тілдерінің дамуы мен көпшілік тілімен шарттасқан мемлекеттің экономикалық және саяси дамуының жағдайын жасау арасындағы тепе-теңдікті таба алатын болса, ол мектептегі білім беруде эмпирикалық табысқа ие болады.

Мектептің көпұлтты азаматтық қоғамды шоғырландыру институты ретінде қалыптасуына және осы үдерістегі тілдің рөліне жүргізілген тарихи талдау тілдік жағдайдың көптүрлілігін ескере отырып, жалпы білім беру қызметін ұйымдастыру моделін құруға мүмкіндік береді.

**Түйін сөздер:** мектеп, тіл, көпэтникалық қоғам, біріктіру, бірегейлік

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### **ШКОЛА – ИНСТРУМЕНТ КОНСОЛИДАЦИИ**

**Аннотация.** Исторически русский язык рассматривается как язык интеграции народов, прошедших свой этногенез на территории России, их духовного и культурного сближения с русскими по методу Н.И. Ильминского, сохраняющего при этом родные языки учащихся. Выполняя функцию консолидации, русский язык выступал как интегратор народов и никак не их ассимилятор, о чем свидетельствует статистика о реальном существовании более 230 языков и диалектов народов.

В статье отмечается, что в российской политике до перестроечного периода школа, выполняя консолидирующую функцию, являлась инструментом нивелирования этнических характеристик обучающихся, через унитарное языковое обучение, формирующее национально-русское двуязычие.

Анализ научных источников свидетельствует о том, что такие условия до перестроечного периода приводили к объективным фактам непроявления межнациональных конфликтов. Также за весь советский период создавались и развивались литературные языки и в той или иной степени сохранялись диалекты, но, к сожалению, в социальных сферах сужались функции родных языков. Характеризуя постсоветский период, отмечается культурное и языковое многообразие, которое является заметным источником социальных конфликтов и политических дискуссий. В этих условиях культурная и языковая государственная однородность становится предметом неудовлетворенности в общественной жизни носителей языков меньшинств. Возникает проблема, как гарантировать участие каждой языковой группы в жизни моноязычного социума при их социокультурной интеграции, не нарушая международного законодательства о правах человека.

В настоящее время существуют международные конвенции, в которых закреплены принципы языкового равенства, отсутствия дискриминации использования языков меньшинств в области образования и, в большей степени, школьного. В этой части универсальной считается Декларация ООН прав лиц, принадлежащих к национальным или этническим, религиозным и языковым меньшинствам.

Язык, являясь одной из наиболее фундаментальных коммуникативных и репрезентативных систем, транслирующей информацию и формирующей сознание, вносит свой вклад в социальную интеграцию и в формирование определенной картины мира – взгляда на мир. Таким образом, язык выполняет важную роль в формировании группового сознания и построении символа коллективной идентичности.

Язык большинства в статусе государственного также выполняет важную роль в формировании группового сознания и построении символа многонациональной коллективной общегражданской идентичности. В условиях, когда на фоне исторически сформированного, через школьное обучение на официальном языке единого языкового большинства, в обществе заявляют о себе языковые общности меньшинства, отмечается необходимость поиска модели оптимального соотношения между реализацией механизмов социальной интеграции, формирования общегосударственной гражданской идентичности и создания условий сохранения и развития языков народов многонационального государства. Для сохранения сплоченности многонационального общества, целостности государства и нивелирования конфликтов именно такая модель необходима. Она будет иметь эмпирический успех в школьном образовании в том случае, если удастся найти баланс между созданием условий развития языков меньшинств и экономического и политического развития государства, обусловленных языком большинства.

Проведенный исторический анализ становления школы как института консолидации многонационального гражданского общества и роли языков в этом процессе позволяет выстраивать модели организации общеобразовательной деятельности с учетом многообразия языковой ситуации.

**Ключевые слова:** школа, язык, многоэтническое общество, консолидация, идентичность.

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