

*Materials of Conferences***THE COOPERATION OF THE RUSSIAN
FINNO-UGRIC IN THE EDUCATION**

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In order to preserve national languages it is necessary to create an effective system of education in native language, starting with primary school and up to a university. However, today an obstacle for the development of national education system is the reformation of federal education standards, so called «optimization» of this field's financing. Its results can be heavy – shutting down incomplete schools, located in the country, where mainly native people live; reduction of academic hours, devoted to national languages; impossibility to establish a class studying a native (not Russian) language (requirement – there must be no less than 25 pupils, that will also affect country schools). The presence of negative factors that influence mastering of native languages, reduction of a language prestige for a speaker, negative approach to a language or to its speakers and, therefore, parents' refusal to study their child their native language served as a reason to search for new solutions to strengthen the motivation and increase standards within the process of mastering native languages.

Acceptation of laws on languages, alterations in laws on education, language development programmes, and national school in different subjects of Russian Federation gave certain impulse for preservation and even development of some languages. But, due to our conservative education system, the effect proved to be insignificant and nondurable. In the beginning of 2000-s national and regional component suffered greatly from ref-

ormations in the education system. Federal policy altered as well. Some positive shifts in school mastering of Finno-Ugric languages almost didn't have any effect upon the trend of their ousting from official area.

We have to acknowledge the necessity to increase the level of national self-consciousness, improving a closer relations between Finno-Ugric public organizations and local and central authorities. There is a problem of issuing new textbooks and student books. It is linked to an insufficient level of financing educational area in certain regions of Russia. In this case Russian Finno-Ugrics have to accept aid coming from Ministries of culture and education of Hungary, Finland, and Estonia together with social-cultural organizations of these countries.

To sum up, the cooperation of Russian Finno-Ugric people in the area of education is aimed, first of all, for widening the national education in order to preserve their native languages. Besides, the major role in the process of mastering a national language belongs to the secondary school. Among positive results we should outline: introduction of national language as an academic subject in schools of regions; organization of training of specialists-tutors of national languages in institutions of higher education; development of special courses on mastering languages, history, and culture of Finno-Ugric nations; preparation and issuing of textbooks; creation of International social Association of Finno-Ugric universities.

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