

<https://doi.org/10.37892/2713-2951-1-21-74-91>**ТУРЭН: МЕЖДУНАРОДНАЯ ОЛИМПИАДА ПО ЯЗЫКАМ И КУЛЬТУРАМ
ЭВЕНКОВ РОССИИ И ОРОЧОНОВ КИТАЯ КАК СТИМУЛ НАУЧНОГО
ИССЛЕДОВАНИЯ И ЯЗЫКОВОЙ РЕВИТАЛИЗАЦИИ**

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В работе представлен опыт межрегионального и международного сотрудничества Амурского государственного университета (АмГУ) по проведению образовательной олимпиады «Турэн» по эвенкийскому языку РФ и ороchonскому языку КНР в целях сохранения, научного изучения и ревитализации языков коренных малочисленных народов Восточной Азии. В ходе конкурсных мероприятий в Лаборатории экспериментально-фонетических исследований (ЛЭФИ) АмГУ проведена запись речи эвенков и ороchonов разных возрастов. Корпус эвенкийской и ороchonской устной речи (общий объем звучания составляет более 40 часов аудиозаписей от не менее сотни дикторов) служит материалом для многоуровневых научных исследований жизнеспособности тунгусских языков Верхнего Приамурья. Научные экспериментально-фонетические исследования по устной спонтанной и репродуцированной речи показывают трансформацию артикуляторных и перцептивных привычек молодого и среднего поколения конкурсантов. Статья представляет также некоторые социолингвистические результаты, полученные в ходе анализа данных конкурсов олимпиады. Сделаны заключения и предложены рекомендации для ревитализации эвенкийского языка в Сибири и на Дальнем Востоке Российской Федерации. Авторы приходят к выводу, что Международная образовательная олимпиада «Турэн» стала не просто мероприятием по выявлению лучших знатоков языка и культуры среди эвенков России и ороchonов Китая разных возрастов; проект может рассматриваться как площадка для проведения научных мероприятий по документированию, обсуждению проблем сохранения и ревитализации исчезающих тунгусских культур северо-востока Азии.

КЛЮЧЕВЫЕ СЛОВА: эвенки, ороchonы, российско-китайский фронт, тунгусские языки и культуры, фонетические исследования, ревитализация исчезающего языка, образовательная олимпиада

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TUREN: THE INTERNATIONAL OLYMPIAD ON THE LANGUAGES AND CULTURES OF THE EVENKI OF RUSSIA AND THE OROQEN OF CHINA AS A STIMULUS FOR SCHOLARLY RESEARCH AND LANGUAGE REVITALIZATION

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Abstract

The reader is presented with the experience of interregional and international cooperation undertaken by Amur State University (AmSU) in organizing the «Turen» Educational Olympiad on the Evenki language of the Russian Federation and the Oroqen language of the People's Republic of China. The initiative aims at the preservation, scholarly study, and revitalization of the languages of the Indigenous small-numbered peoples of East Asia.

Within the framework of the competition, speech recordings of Evenki and Oroqen speakers of various ages are collected in AmSU's Laboratory of Experimental Phonetic Research (LEPR).

The corpus of Evenki and Oroqen spoken language (with a total duration exceeding 40 hours of audio recordings from no fewer than one hundred speakers) serves as material for multi-level academic research into the vitality of the Tungusic languages of the Upper Amur region. Experimental phonetic studies of spontaneous and reproduced speech reveal transformations in the articulatory and perceptual habits of younger and middle-aged participants.

The article also presents selected sociolinguistic findings derived from the analysis of data gathered during the Olympiad. Conclusions are drawn and recommendations are proposed for the revitalization of the Evenki language in Siberia and the Russian Far East. The authors conclude that the International Educational Olympiad «Turen» has become not merely an event to identify the most knowledgeable participants of various ages in the languages and cultures of the Evenki of Russia and the Oroqen of China, but can also be considered a platform for conducting scholarly activities focused on documenting, discussing, and addressing the challenges of preserving and revitalizing the endangered Tungusic cultures of Northeast Asia.

KEYWORDS: Evenki, Oroqen, Russian-Chinese border region, Tungusic languages and cultures, phonetic research, language revitalization, educational Olympiad

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1 | Introduction

The Amur Oblast is one of the officially recognized federal subjects of the Russian Federation, located in the southeastern part of the country along the Amur River in the south, from which it takes its name. It extends along the Russian-Chinese border and is contiguous to the Heilongjiang Region of China. The border area of the Upper Amur Region is home to a number of indigenous peoples, including two closely related Tungusic groups, Evenki and Oroqen, the focus of the current study. Historically, this border region was more porous, and indigenous groups moved throughout the region. Evenki (ISO 639-3 *evn*) and Oroqen (ISO 639-3) are both Northern Tungusic languages; the people have a strong sense of shared identity and there is relatively high mutual intelligibility, although each language shows differences due to both language-internal change and the external influence of contact [Bulatova et al., 1999; Grenoble, 2000; Whaley et al., 2000].

In 2014 the International Olympiad in the language and culture of Russian Evenks and Chinese Oroqens – "Turen" was established as a socially significant large-scale event of this Russian-Chinese frontier region (see the page of Olympiad "Turen" on the website of Amur State University: <https://amursu.ru/nauka/olimpiady/olimpiada-turen/>). The Olympiad was designed to promote the intellectual and cultural intangible heritage of the Evenki-Oroqen peoples internationally, and it has done so successfully since its inception.

Holding such an Olympiad remains relevant. Firstly, it is international: not only the Evenks of Russia, but also the Oroqens of China gather on its site. No region of the Russian Federation has such experience of holding international Evenki Olympiads. In the Far East area there are regional and republican Olympiads in the Evenki language. They are held by the Ministries of Education and Science of the Republics of Buryatia and Yakutia on the basis of the leading universities of these Republics. The target groups of these Olympiads in Buryatia and Yakutia are limited to schoolchildren and students. Competitive events for the middle and older generations are not provided.

The present study focuses on two major outcomes of the Olympiad "Turen" which have long-lasting value in terms of both scientific research and social impact. We argue that the model of a Language Olympiad can be highly beneficial to multiple stakeholders; it is, at once, both a pedagogical tool and a research methodology. Its pedagogical and motivational applications are perhaps clearer. Less expected are its applications as a research methodology, for collecting natural language data and assessing language proficiency at the individual level, and overall linguistic vitality at the community level.

The Olympiad involves the following tasks:

1. identifying Evenki and Oroqen youth and motivating them to learn and speak their native languages;
2. documenting the unique culture and language of these indigenous peoples through song and dance contests, together with language competitions;
3. providing opportunities for Evenki culture experts and interested Evenki and Oroqen youth to interact;
4. raising public awareness about instruction in the Evenki and Oroqen languages on the territory of the Russian Federation and the People's Republic of China with a mixed (Evenki-Russian, Oroqen- Chinese) population;
5. creating high-quality recordings of Evenki and Oroqen voices for scientific and applied research in the sound booth of the Laboratory of Experimental-Phonetic Research of the Amur State University.

The uniqueness of the project is in its integrated approach to solving acute issues related to the endangered status of the target languages. At the educational Olympiad, the functions of these Tungusic languages are expanded to an interethnic and international means of communication. The situation of competitive international communication triggers the mechanisms of language revitalization. One result of participation is an increased sense of ethnic and linguistic identification in our participants. The Olympiad has successfully increased the prestige of these two Tungusic languages, changing the attitudes of participants who learn to value them as a means of interethnic communication across the communities of speakers living in Russia and China. Because they otherwise lack a lingua franca (few if any on the Russian side speak Mandarin, and vice versa on the Chinese side), Evenki and Oroqen acquire increased social value and prestige in their roles as languages of wider communication.

Over the course of the eleven seasons of its existence, the project has been able to unite and motivate over 900 Evenki children and adults from a wide area: the Amur Region, Khabarovsk Territory, the Republic of Sakha (Yakutia), the Republic of Buryatia, Zabaikalsky Territory, Krasnoyarsk Territory, St. Petersburg and Moscow to speak their native endangered language. Over the seven years of the Olympiad. The number of participants has increased more than 9 times since its inception (see fig. 1). In 2020, the International Olympiad was recognized as one of the most useful and effective initiatives for fostering positive attitudes and increasing interest in the native language among the targeted youth populations [Varlamov et al., 2020].

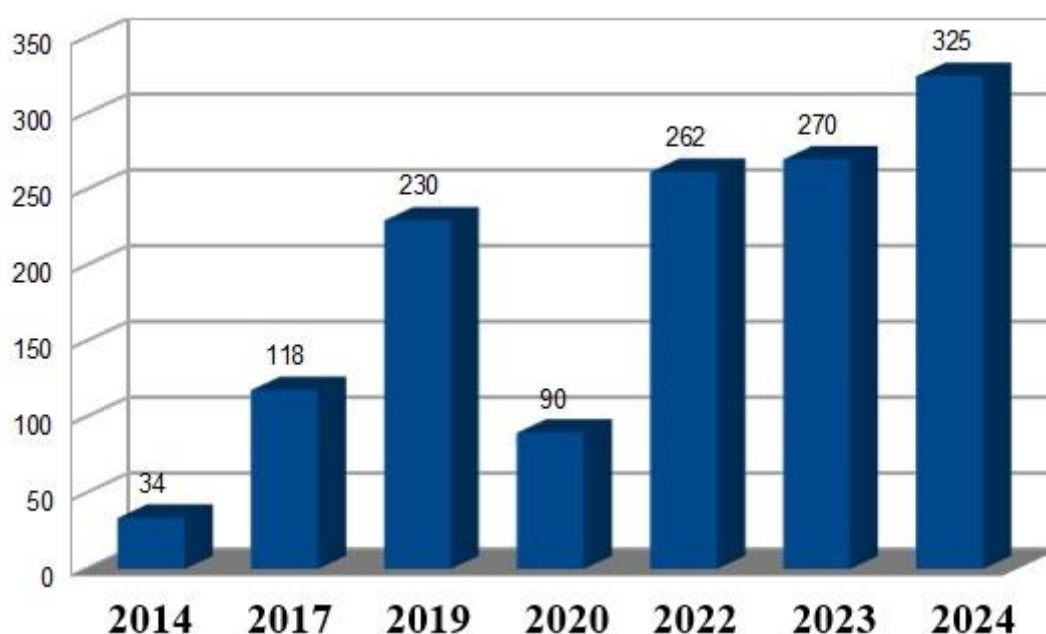


Figure 1. Number of participants in the International Olympiad “Turen” by year

Its social value has been widely recognized. The Olympiad was registered in the top ten best practices – winners of the regional stage of the Forum “Strong Ideas of New Time” in the Amur Region, Russia. The competitions are funded by the Federal Agency for Ethnic Affairs of the Russian Federation (Moscow) and are actively supported by the Culture and National Policy Ministry of the Amur Region. The Olympiad project is approved by the Amur Region Association of the Indigenous Peoples of the North, the Selemdzha District Association of the Indigenous Peoples of the North, and the Adviser of the Indigenous Peoples of the North, who represent the interests of the governor of the Amur Region Governor.

2 | Procedure and participants

The target audience for this project includes participants in grades 1-11 of secondary educational institutions of the Russia and China, students of higher educational institutions (colleges and universities), experts in the Evenki and Oroqen languages, as well as all interested parties. Teachers of the Evenki and Oroqen languages, heads of clubs, studios, parents and other relatives, heads of educational departments, culture and national policy departments may participate as supervisors or as consultants of the participants.

Language skills are tested in three sets of tasks: 1) language, literature and culture tests, administered over the computer; 2) international Evenki-Oroqen conversational dialogue; and 3) Evenki language interviews. Out-of-competition activities include events such as Evenki language master classes, song and dance performances, and the Evenki and Oroqen Fairy Tales Marathon. The Olympiad is usually held in the autumn-winter season annually.

The core competition at the Olympiad is the International Evenki-Oroqen Dialogue, where children of each of the two countries demonstrate their communicative skills, active knowledge of their ethnic language, and command of question-and-answer structures. Participants exhibit their language skills to the International Jury, which includes representatives from both Russia and China. They do it with the support of their grandmothers, relatives or school teachers who are fluent in the ethnic language. This kind of participatory support is a cultural norm, helps create a more natural speaking environment, and widens participation in the Olympiad. It is not just a competition of individuals but rather involves families and the broader community.

In the International Evenki-Oroqen dialogue competition, each team consists of 4 participants: 1 Evenki child and his/her Evenki grandmother (or teacher), 1 Oroqen child and his/her Oroqen grandmother (or teacher)). We call this team of 4 people the four. 8 to 12 groups of international fours take part in the competition. Again, it is important to underscore that the Evenki participants do not know the Chinese language, the Oroqen do not speak Russian. So, they are united only by their shared heritage languages. The purpose of the International Evenki-Oroqen Dialogue competition for the participants is to present a prepared 5- 7-minute dialogue in these target languages. The primary task of communication is assigned to children, that is, children should lead the main conversation. The topics of the dialogues include stories about family, hobbies, school, friends, household chores, national cuisine, and nature, for example.

Grandmothers or teachers provide all possible language assistance and come to the rescue in those moments of hesitation, embarrassment, or linguistic barriers that the children may have. Those International Evenki-Oroqen fours who can freely communicate in their languages and can achieve mutual understanding and psychological comfort from communicating with each other, have every chance to become winners of the International Evenki-Oroqen Dialogue competition.

The task of the International Jury is to select the best interlocutors from the competing international fours. The jury includes leading scientists, teachers, and social activists from the Russian Federation and the People's Republic of China (Institute of Peoples of the North, Institute of Linguistic Research of Russian Academy of Sciences, Experimental Boarding School, Amur State University, Oroqen Scientific Society of Heilongjiang Province, Heihe University). Generally, the jury of the Olympiad analyzes and evaluates the completed Olympiad tasks, determines the winners and prize-winners of the corresponding stage of the Olympiad. In addition, the jury submits an analytical report on the results of the corresponding stages of the Olympiad to the organizing committee.

3 | The International Olympiad as a driver of scientific research

Thanks to relatives, grandmothers and grandfathers who are fluent in the Evenki and Oroqen languages, who come to the Olympiad with their children and grandchildren, the project organizing committee has a unique opportunity to organize sessions of high-quality digital recording on electronic media in the Laboratory of Experimental Phonetic Research of Amur State University. The documentation of endangered Tungusic dialects has been, and continues to be, critical in the study of core questions of linguistic theory and language description. The high-quality documentation of these highly is a core byproduct of the International Olympiad which supports scientific research now and in the future.

One benefit of the Olympiad is a corpus of these two endangered Tungusic varieties which provides data for linguistic research [see Морозова, 2015; Иванашко и др., 2017; Морозова и др., 2017a; Морозова и др., 2017б; Морозова, 2018; Карачева и др., 2018; Морозова и др., 2019; Булатова и др., 2020]. In this respect, the International Olympiad promotes scientific research in the field of linguistic research on the endangered languages of Northeast Asia. The high-quality recordings of Evenki and Oroqen undertaken in the laboratory at Amur State University in conjunction with the Olympiad have expanded the audio archives and made it possible to conduct

comparative studies of the two languages. Experimental- phonetic research on the material of the dominant and endangered languages of the Russian-Chinese border regions shows changes in the sound systems of the younger and middle generations of the contestants.

A tangible result of the Olympiad is the creation of the Evenki Speech Corpus, developed by the organizing committee of the International Olympiad. It was based on the results of Eastern Evenki speech recording – Selemdzha, Dzheltulak, Zeya dialects of the Evenki language. The sound archive comprises 42 hours of recorded speech. It has been used to create “talking” or audio-enhanced bilingual and trilingual dictionaries, the Audio Evenki-Russian-English Thematic Dictionary and the Children’s Illustrated Evenki-Oroqen Dictionary. Both dictionaries are available in digital and printed formats and were presented to the contestants of the Olympiad as gifts for their participation. The trilingual digital Evenki-Russian-English Thematic Dictionary was awarded first prize in two competitions (Competition of local history publications “My Land” (Blagoveshchensk, 2018); VIII Siberian interregional competition with international participation “University Book-2019 of the Eurasian world: science, education, culture” (Irkutsk, 2019)). The usefulness and relevance of these electronic dictionaries are recognized by scientists from the Institute for Humanitarian Research and Problems of Indigenous Peoples of the North of the SB RAS (Yakutsk) [Varlamov et al., 2020].

To date, a series of studies based on phonetic data of the corpus have shown widespread, fundamental changes in the Evenki phonological system across younger and middle-aged speakers, in contrast to older generations. The changes in the phonological structure of the Siberian and Far Eastern Evenki can be traced to the 1960s and 1970s, in large part due to contact and shift to Russian. Such changes include the following features.

Over the last 60 years, Evenki apical articulation has been replaced by dorsal articulation [Андреева, 1988; Morozova, 2017]. In contrast, modern Oroqen speech is more conservative, as it retains the (inherited) phonologically distinctive opposition of aspirated/non-aspirated stops, a distinction lost in Evenki. Maintenance of this opposition is really supported by its use in the Chinese sound system which has phonologically contrastive aspiration in voiceless stops and affricates [Морозова и др., 2018].

The Evenki speech of our young contestants is losing the distinctive feature of the Evenki phonology: vowel harmony. In the words with no tongue root retraction [- RTR], palatalized allophones of consonants are found, in compensation for the absence of [-RTR] vowels, for example, [sjæksjæ] ‘blood’, [tʃjæ] ‘here (to a dog)’, [mjirjæ] ‘February’ [Морозова и др., 2017a].

The main correlate of Evenki word stress is intensity, not pitch, which is at least supported by Russian stress, which is in contact with it [Морозова и др., 2015a].

The most readily intelligible Oroqen variety for the Evenki of the Amur Region is the northeastern, Kumarchen dialect (Shibachzhan village, Baina village, Xinsheng village, Heihe city), in part because inherited unstressed high back vowels are realized as [a], but also because of the distribution of the reflexes of inherited *s as [s] or [h] depending on its position in a word. The distribution of s/h is a major isogloss of Evenki [Bulatova et al., 1999] and a highly salient index of identity for Evenki speakers. This is almost certainly due to sustained historical contact between the populations of the northern region of the Heilongjiang province and the Evenki of the Amur region [Shrenk, 1883].

The fundamental opposition in stop consonants is voiceless /voiced distinction in the speech of Evenki youth and middle-aged people. This indicates a change from the primary Tungusic noisy stops opposition in strength / weakness in the Evenki language, now has been lost entirely from the phonology [Морозова, 2021]. These are a few examples that illustrate how the obtained during the International Olympiad, allows us to draw conclusions about the ongoing changes affecting both syntagmatics and paradigmatics of the Evenki language.

4 | Results

The 11th International Olympiad in 2024 was attended by 254 people interested in the Evenki language and culture from 24 settlements in Russia, China. The majority of the contestants are rural residents from remote areas of the mountain-taiga zones of Siberia of the Russian Federation and the north-east of China. The largest school teams come from the Evenki villages of Ust-Nyukzha (Amur region), Iengra, Khatystyr (the Republic of Sakha), Arka (Khabarovsk Territory). The Oroqens of the PRC bring schoolchildren from the border counties of Xunke, Xinsheng, Aihui District, Heihe City, Heilongjiang Province, Alihe City, Oroqen Autonomous Banner, Inner Mongolia, PRC. Among the students, it is especially necessary to highlight the activity of the Evenki multidisciplinary technical school (in Tura, Krasnoyarsk Territory).

Based on the performance of the young contestants in the 2024 Olympiad 2024, we are able to identify those geographic areas where the language is more robustly transmitted to children: school age children in certain places outperformed those from other regions. If we assume that the participants are broadly representative of language usage and transmission in their villages, this serves

as a useful diagnostic for language vitality. Moreover, it is arguably more reliable than data derived from self-reporting and sociolinguistic questionnaires, as neither of these assessment measures test actual performance.

Specifically, the high-performing Evenki regions are Iengra (Neryungri region of the Republic of Sakha) and Ust-Nyukzha (Tyndinsky district of the Amur region). These two Evenki settlements are considered by Evenki scholars to be local-island territories, “oases” that are resistant to assimilation. In these villages the Evenki language functions not only in formal settings, in the village schools and clubs, but at the post offices, in shops, in the families and in the traditional form of activity – reindeer herding [Стручков, 2011; Иванашко и др. 2018].

The performance of the participants helps determine language-usage in their home villages, with the note that in this section we are referring to people (children, families, groups) who self-identify as ethnic Evenki and who view Evenki as their ancestral language even if they do not speak it. There are a number of areas where Evenki is likely not the first language in the home and acquisition occurs primarily, even exclusively, in formal education. These include regions where Russian or Sakha (also known as Yakut, ISO 639-3, a Turkic language) is the primary language of communication. Russian is the dominant language at the national level and is used in all formal domains throughout the country. Sakha is a regionally dominant language within the Republic of Sakha (Yakutia) where it enjoys official regional status. Not surprisingly, we see evidence of language shift to one or both of these languages across Evenki contestants. Regionally, these break down as follows:

Russian: L1, monolingual speakers of Russian come from the Amur region, Trans-Baikal Territory, and Iengra of the Sakha Republic (Yakutia). These students had acquired basic-level proficiency in Evenki in the schools by the time of the Olympiad. This speaks to language shift to Russian in these regions, including the Evenki-dominant village Iengra, which has been seen as one of the two oases of Evenki language use in daily life. Nonetheless, we see shift in some families in this village (and note that the authors witnessed language shift in our own fieldwork experience in the late 1990s in Iengra, when Russian had already become the language of daily communication in some homes).

Sakha L1 and bilingual Sakha-Russian come from the villages of Khatystyr, Olenek, Tiksi of the Sakha Republic (Yakutia); Sakha is the primary language of communication and their first

language and Russian a strong second language. These participants have acquired a basic-level Evenki proficiency in the schools.

In order to revive the Evenki language in Siberia and the Far East of the Russian Federation, the Organizing Committee of the International Olympiad has formulated the following recommendations. These are presented within the educational system of the Russian Federation which features what are called national schools (*nacional'nye shkoly*), schools with specialized educational programs for certain Indigenous (or ethnic or “national”) groups in those regions where they live densely. This category is formalized in Russia, and is also recognized by the regional government of the Republic of Sakha (Yakutia). In these national schools, the target Indigenous language (Evenki in our case) is taught as a secondary subject for a limited number of hours per week. The recommendations presented here address ways to improve Evenki-language education in these national schools:

1. The schools, and specifically the national schools in settlements where the ethnic populations live, can stimulate interest in studying ethnic Evenki and Oroqen by involving interested children (grades 1-11) in language competitions, linguistic concerts, oral speech marathons, online testing in phonetics, grammar, vocabulary, literature and folklore in aboriginal languages of the North.

2. National preschools and schools can encourage the participation in language competitions of Evenki experts (elderly people aged 60 and over), who are the last speakers of the languages spoken by the Indigenous population of the Amur region, who have mastered these languages from infancy. In the Amur Region, there are a few examples of such incentives, when elderly Evenki experts come to Evenki language classes and create a language environment within the children's group. Thus, in the village of Ivanovskoye, Selezdzhinsky district, Amur region, in the national kindergarten "Zvezdochka", meetings are regularly organized with the village elders who are fluent in their language. The volunteer experts are representatives of the Struchkov-Soloviev family from the Evenki Buta clan, an ancient family of taiga reindeer herders. For experts, classes with preschool children from the Selezdzhinsky village of Ivanovskoye are a public burden that is not paid for from budgetary funds. However, the local Association of Indigenous Peoples of the North of the Selezdzhinsky District regularly wins grant competitions and supports proactive fellow villagers in their good deeds (grants "Evenki Nest", Youth Ethnoforum "Taiga", Sound Evenki-Russian-English Dictionary, etc.).

3. Evenki and Oroqen elders who are proficient in their ancestral languages can be mobilized as participants and partners in the educational process. Elderly language experts, or expert speakers, can be very useful in teaching language, literature, culture, arts and crafts. Moreover, they have a large role to play in creating a positive linguistic environment for children and youth. We note that the work of elder speakers is long recognized in the language nest model for revitalization in New Zealand and Hawaii; elder speakers can play an equally important role in elementary and secondary schools.

4. Teachers should strengthen language training in the spoken Evenki and Oroqen languages to develop overall communicative competence by the use of oral narratives and practicing conversation in the languages.

5. Teachers should pay close attention to teaching the agglutinative structure of Evenki and Oroqen, which differs significantly from the grammar of the majority languages (Russian and Mandarin). They can teach their children knowledge of frequently and rarely used suffixes and the peculiarities of their usage in speech.

6. The Ministry of Education should increase the number of hours to at least three hours per week in the curriculum of national schools of Evenki villages. The Evenki language should be studied as a required subject in the educational institutions of the Amur Region, Trans-Baikal Territory, and the Republic of Sakha (Yakutia).

7. The Ministry of Education should not consider subjects on Evenki literature, culture, arts and crafts, national sports, and so on as an equivalent alternative to Evenki language classes, but rather supplementary to them.

8. The Ministry of Education should replace the compulsory study of a second foreign language (German, French, Spanish) with a socially significant compulsory study of the national Evenki language in the curricula of national schools in Evenki settlements in the Amur Region, the Trans-Baikal Territory, the Republic of Sakha (Yakutia).

9. The Ministry of Education and the local schools (in Evenki and Oroqen regions) can encourage the use of the relevant Indigenous languages as a means of international communication in order to increase the prestige of the unique intellectual and cultural intangible wealth and heritage of the multicultural territory of the Amur region's transboundary zone in the international arena.

10. The Ministry of Education should consider the impact of non-curricular educational projects in promoting language use and vitality. The International Olympiad in the language and culture of the Evenks of Russia and the Oroqens of China TUREN is one such initiative and is unique

as a socially significant event that contributes to the preservation and revival of endangered ethnic languages and cultures of the indigenous peoples of Siberia and the Far East of the Russian Federation and north-east of the People's Republic of China.

5 | Conclusion

We can conclude that the demand for the Olympiad is in the personal involvement of the organizer in the psychological and educational support of the project participants (personal coaching of Evenki children and adults). The situation of competitive international communication with representatives of another country contributes to the formation of the future Evenki elite – the leaders of Evenki people with knowledge of their native language and culture. Language competitions, communication in the international arena launch mechanisms for the revitalization of the endangered languages of the Evenks of Russia and the Oroqens of China.

The Language Olympiad model can be replicated for promoting Indigenous languages in other parts of the world. They can find continuation in other regions of the Russian Federation. In Russia and abroad there live aboriginal peoples whose languages and cultures, if not identical, then have much in common. For example, the Nanai of the Russian Federation and the Hedzhe of the PRC; the Sami of Russia and the Sami of Finland, Sweden, Norway; the Hamnigans of the Russian Federation and the Hamnigans of the PRC, Mongolia; the Inuit of the Russian Federation and the Inuit of Canada, the USA, Greenland; the Aleuts of the Russian Federation and the Aleuts of the USA. As a result, this project can give rise to the International Olympic Movement to revitalize the endangered languages and cultures of the North, Siberia and the Far East of the Russian Federation.

Information and educational products of the project will be interesting and useful to institutions dealing with social, scientific, linguistic and cultural problems of the Arctic territories, both in Russia and abroad. Based on the Olympiad results, recommendations are developed to improve the preparation for competitions in the languages and culture of the indigenous peoples of the Russian Federation and the People's Republic of China. Olympiad experts provide educational materials for assessing the linguistic and cultural competencies of representatives of the Far East indigenous peoples.

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ЛИТЕРАТУРА

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