

NATIONAL COMPONENT IN RUSSIAN WORD-FORMATION: LINGUODIDACTIC ASPECT

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ABSTRACT

The article analyzes the linguistic didactic potential of word formative system in Russian language. The ethnic cultural component of Russian word formation is characterized through the prism of the Tatar language consciousness. It is stated that during the process of a foreign language learning one of the methodologically relevant techniques is the cross-language comparative analysis of lexical units and their consecutive linguistic culturological comment. We used the comparative-typological, descriptive and cognitive-discursive methods in the work.

The study results deal with two interrelated aspects: linguistic didactic and linguistic culturological. The knowledge of Russian word formation laws and mechanisms contributes to the development of a wide range of linguistic skills and common language competence among students. It was found that the comparative analysis of complex word formation units is the most effective one in terms of similarities and differences identification in the methods of reality representation with the nomination of the same denotations. The interlanguage differences in word formative determination of identical concepts demonstrate the specificity of cultural and ethnic dominants which are an integral part of the semantic universe. The inner form of the word and the possibility of metaphorical usage promote their identification and their description on the lexical and word-formation level. Comparing the derivative vocabulary and the word-forming systems of different languages, we can trace the ways of the worldview formation for a particular ethnic group with its universal and culture-specific characteristics. It was revealed that the ethnic-cultural component of natural languages depends on many factors, one of which should include the originality of motivating signs forming the derivational base of a derivative, the various degrees of ontological concept development, the presence of specific word-formation types and meanings.

The work proved that the derivative study in onomasiological and cognitive aspects, the actualization of their metaphorical-anthropomorphic nature is an important linguistic didactic method, which allows to optimize the process of new vocabulary learning through the disclosure of language thinking specifics.

Key words: word formation, semantics, Russian language, linguistic consciousness, linguistic didactics, cultural linguistics

1. INTRODUCTION

As is known, the ethnic cultural specifics of any language is revealed more fully in the organization of its semantic space, for example in the volume of meanings and the inner shape of lexical units, in their paradigmatics and syntagmatics and also in derivation relationship nature between words. The idea of a language relative identity is built, as a rule, using the traditional "canonical description" of their morphological structure [Corbett G.G., 2010, p. 142], which is not enough for the modern linguistic paradigm.

The subject of our research are the specific features of word-formation system in Russian language through the prism of Tatar language consciousness. For those who study Russian language the derivative vocabulary represents a particular challenge in the formal structural and semantic aspects. From the perspective of linguistic typology, Russian language is inflected one, while Tatar language is agglutinative one. This fact conditions the pronounced differences in the grammatical structure of these languages, in the system of parts of speech and the functioning of morphological categories, which become the subject of a special study; for example, about the similarities and differences between Russian and Tatar demonstrative pronouns [Rakhimova D.I., Yusupova Z.F., 2014]. The language originality is reflected in the derivation process. The relationship of word-formation and grammatical characteristics of words is relevant to the majority of Slavic and Western European languages, which is evidenced by the existing research in this area, in particular [Lieber R., Stekauer P., 2014].

It can be assumed that the national-cultural component of Russian language lexical system is the most evident in the methods of word formation. Therefore, the consideration of derivative vocabulary cross-language analysis results and its linguocultural potential is important for both theory and practice of foreign language teaching in monolingual and in polylingual audience [Klimchak O.V., Pleuchova E.A., 2014].

The scientific novelty of the work lies in the fact that the national specific features of Russian word formation in it are considered in two interrelated aspects - linguistic didactic and linguistic culturological one.

According to L.V. Krasilnikova, the theory and practice of Russian teaching as a foreign language, feels an urgent need now for derivative language study. It must rely on integrative, comprehensive approaches to the consideration of linguistic material, to consider the interaction of word-building units with the units of other levels, to study "the role of word-forming units in the process of language functioning, the categorization and the conceptualization of the world by taking into account the interaction of linguistics and the methods with psycholinguistics, cognitive science and linguistic culturology" [Krasil'nikova L.V. 2011, p. 7]. Indeed, this issue still remains unsolved: in existing textbooks of Russian language for non-Russians the word-formation material is not represented virtually, and the work on the structure and the semantics of a derived word is often random in nature - above all for the explanation of a word meaning by its components. In our opinion, the derivational language level applies for its more detailed study in a foreign audience and must occupy the same place in a program, as for example, morphology and syntax as its theoretical and applied resources in the process of language learning are still far from being exhausted.

2. METHODS

In the process of a foreign language learning one of the methodologically relevant techniques is the cross-language comparative analysis of derivative lexical units and, if necessary, their consecutive linguistic culturological comment. This situation conditioned the use of comparative, typological, descriptive and cognitive-discursive practices of linguistic research.

Results. One aspect of the word-formation system study which has a direct relevance to the practice of Russian language teaching in a foreign audience is the derivational semantics and the ways of its expression. Modern research record a huge number of word-building tools and word-building meanings in different languages, which represent a particular difficulty during a foreign language study; see, for example, [Word-Formation: An International Handbook of the Languages of Europe, 2015].

The knowledge of formal and semantic word structure contributes to a deeper understanding of derivative lexical meanings that make up the vast majority (90 percent) of Russian language vocabulary. Another aspect of the work on word-formation means of Russian language is the selection and the presentation of the most productive word-formation models, covering the main ways of word-formation concerning different parts of speech. There is no doubt that in every language, including Russian, the most central and the most frequent part of the word-building tools is specified provided in productive word-formation types. They cover large groups of lexical units. Such means should form the basis for practical assimilation.

Let's consider the role of word-formation analysis in the formation of linguistic competence of students. The knowledge of laws and mechanisms of Russian word formation contributes to the development of the following language skills:

1) the ability to disclose the meaning of a word by derivational elements, which makes the mastering of new vocabulary easier; 2) the ability to generalize and systematize the language material on the basis of word-forming structure and a word semantics. The use of mnemonic techniques and predictability rules contribute to the recognition of word-formation models and its structural elements, which, according to the methodists, allows to increase the volume of understood words seven times;

3) a regular morphemic and word-formation analysis contributes to the development of hypothetical word construction skills. This provides not mechanical but a conscious assimilation of a word semantics;

4) the understanding of word formation productive way functioning in different language fields allows to single out the stylistically marked derivatives and deepen their knowledge about the functional styles of speech.

In our opinion, one can not leave aside the complex units of word formation from the learning process: the derivational nest and its components - the derivational paradigm and a word-forming chain. What does the presentation of a word in a word-formative nest give?

1) The word-forming nest is an effective method of logical word memorizing, developed on comprehension of relation and the analogy between the same root words. The visual form in the shape of a scheme contributes to a more durable and long-term retention of derivative lexemes in memory, and the graphical selection of word-building formants emphasizes their binary structure.

2) The effectiveness of language definition placement according to a nest principle in bilingual (Russian-Tatar and Tatar-Russian) dictionaries can't be doubted. This linguistic material supply eases the search for a right word and influences the subconscious assimilation of its "related environment".

3) Using the material of a word-forming nest it is easier to trace the analysis of formal and semantic changes in words, participating in the word-formation act, and to identify the differences in the valence of an original word and its derivatives.

4) The part of speech characteristic of the constituent elements in standard and specific derivational paradigms promotes the assimilation of lexical, grammatical and categorical value of the parts of speech in Russian. The question which parts of speech are formed, for example, from a noun in general and from a specific derivative in particular stimulates the development of "semantic space" prediction skills, as well as the assimilation of a word in its categorical value.

1) Complex units of derivation may serve as an illustrative material during the study and the synthesis of the most difficult issues of Russian grammar. For example, at an advanced stage of training during the study of motion verbs it is advisable to demonstrate a derivational nest with an original word - a movement verb without a prefix. In this case, the particular word-building paradigm on the first derivation axis will include both prefix verbs of motion with spatial meaning, for example, in the nest "bezhat" - v-bezhat', vy-bezhat', do-bezhat', za-bezhat', ot-bezhat', pere-bezhat' etc., and the prefix verbs with other semantics: iz-bezhat', na-bezhat', s-bezhat'. The comparative analysis of this paradigm with the same paradigms of other derivational nests (from the verbs to walk, to fly, to wear, etc.) will allow students to learn the general laws of verbal prefix functioning in Russian language and to use them properly in speech.

2) One of the most difficult topics during the study of Russian verb is the category of species, which is absent in Tatar language. In order to illustrate the methods of species pair development a derivational chain suits perfectly, for example: nesty - vnesty - vnosit' - vnosit'sya; letet' - vyletet' - vyletat' - vyletanye; pisat' - nadpisat' - nadpisivat'; chitat' - prochitat' - prochityvat' - prochityvatsya, etc.

3) Similarly, within the framework of the verbal derivational nest one may trace the formation of reflexive verbs, participle and verbal participle forms; in denominative nests - the alternation in a base, actual for inflection system, the formation of masculine and feminine nouns, etc.

Thus, the observations made by us allow to use basic word-forming units in the practice of Russian language teaching for Tatar students. This method enhances their linguistic competence.

Let us analyze the ethnic-cultural component of Russian derivational semantics and the inner form of derivative words.

The comparative analysis of complex word formation units in Russian and the native language of students, in our opinion, is the most effective one in terms of similarities and differences identification in the methods of reality representation with a nomination of the same denotations. Thus, the comparative analysis of two correlated nest vocabulary will reveal the derivational nominations unique to Russian or to a native language only, which deepens the idea about the language picture of the world from their carries.

Comparing the derivative vocabulary and word-forming systems of different languages, we can trace the ways of worldview development concerning a particular ethnic group with its universal and culture-specific characteristics. The derivative words, in this case may become a potential source of linguistic cultural information. Typically, this is the vocabulary, naming the same substantive concepts in the linguistic consciousness of different peoples [Sharifia F., 2011]. Such words are the lexicalized fragments of collective life experience, designed to identify the most important realities of the world. Thus, in Russian language the basics hleb and sol' develop the noun meaning a hospitable person (hlebosol), and this word develops another nomination with an abstract value - hlebosol'stvo (hospitality). In Tatar language, these derivatives do not have an adequate structural and semantic matching. They are transferred into the Tatar language using the basis kunak (guest): kunakchyl cache (literally a man loving guests) and kunakchyllyk (hospitality).

It is clear that natural languages exercise conceptualization (categorization and differentiation) of reality objects differently. See, for example [Croft W., 2003], which, in our opinion, is also reflected in the words with the same root. Thus, the Russian derivational nest with initial word veter includes the noun povetrye, which meant originally a rapidly spreading epidemic, and currently this word means 'a widespread phenomenon' (with a touch of spoken language and disapproval). In this case, the national specifics of derivative semantics is found in the connotative component of a meaning and in the stylistic markedness of a derivative. According I.V. Erofeeva, the "activation of word-formation processes in a particular semantic domain shows an increasing need of extralinguistic reality fact demonstration" [Yerofeyeva I.V., 2014, p. 441].

Here are a few examples of Russian derivative words, the internal shape of which, from the point of view of the Tatar language consciousness includes an ethnic-cultural component. The semantic derivation in some of the derivatives with the root veter develops metaphorical (figurative) meanings, and the names of persons and abstract concepts on their basis: vetrenny - 'frivolous', vetreno (adverb in the 2-nd meaning) - 'lightly'; vetrenik, vetrogon - 'a frivolous man'; vetrennost' - 'light-mindedness'; vetrenichat - 'to behave frivolously, be frivolous', etc.

According to L.A. Mardieva "the ethnic stereotypes are the components of social stereotypes" [Mardieva L.A. 2014, p. 635]. In this regard, it can be argued that the derivatives of this semantic sphere together with its phraseological habitat (the wind in one's head, windy head, without a rudder and without sails) form a single semantic zone, which gives the idea of socially determined standards of conduct and of ethical characteristics of a person, the figurative expression of behavioral attitudes as the elements of Russian national culture.

3. CONCLUSIONS

Thus, the cross-language differences in the word formative determination of identical concepts demonstrate the specificity of cultural and ethnic dominants, which are an integral part of the semantic universe, see about it [Durst-Andersen P., 2011]. Their identification and description on the lexical and word-formative level is based on the inner form of a word and the possibility of metaphorical usage.

The national specificity of Russian word formation is manifested in the formation methods of lexical units, predetermining their morphemic structure and semantic volume. The inner form of the derivative is associated with the linguistic objectification of spiritual and material culture of the people by reflecting the signs of objects, concepts and processes of the world.

The ethnic-cultural component in natural language word-formation systems depends on the following factors: the proportion of the derivative and primary vocabulary; different degree of diversional development of the same ontological concepts; the lexical and derivational lacunarity; the originality of the motivational signs developing the word forming basis of a derivative; the presence of specific word forming meanings and, consequently, word-formation types which form the architecture of a word formation system.

4. SUMMARY

The study of the derivatives words in onomasiological and cognitive aspects, the actualization of their metaphorical-anthropomorphic nature is an important linguistic didactic method, which allows to optimize the process of new vocabulary acquiring via the disclosure of an ethnic language thinking specifics..

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