

Artículo de investigación

Word-formation, morphemic, etymological analysis in school

Formación de palabras, morfémico, análisis etimológico en la escuela

Formação de palavras, morfémica, análise etimológica na escola

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The grammatical analysis of words, phrases, sentences is one of the leading methods of language teaching. It allows you to see the structural and semantic features of the language, the patterns underlying it, helps to develop the language intuition, to master language forecasting skills. The grammatical analysis is one of the ways of deep penetration into people culture and the comprehension of national mentality features. An important role in this is played by the word-formative, morphemic and etymological analysis, which is not given enough attention during Russian language lessons at school. The relevance of the topic is conditioned by the need to update the content of education, to rethink the theoretical component of educational and methodological complexes in Russian language, taking into account the current state of linguistics. The problem of the study is to clarify the categorical-conceptual apparatus of word formation school course, to overcome the contradictions between scientific and school grammar. The aim of the study was to reveal typical inaccuracies in the interpretation of morphemics and word formation phenomena in Russian language course affecting the students' understanding of these linguistic sections and the conduct of language analysis. The novelty of the study consists in a number of theoretical proposition correction and refining related to the study of morphemics and word formation at school. The theoretical base of the study was the works on morphology, word formation, etymology of the Kazan linguistic school scholars I. Baudouin de Courtenay, V. Bogoroditsky, V. Markov, G. Nikolayev, E. Balalykina, the modern

Resumen

El análisis gramatical de palabras, frases y oraciones es uno de los principales métodos de enseñanza de idiomas. Le permite ver las características estructurales y semánticas del lenguaje, los patrones subyacentes, ayuda a desarrollar la intuición del lenguaje, dominar las habilidades de pronóstico del lenguaje. El análisis gramatical es una de las formas de penetración profunda en la cultura de las personas y la comprensión de las características de la mentalidad nacional. Un papel importante en esto lo desempeñan los análisis palabra-formativo, morfémico y etimológico, que no reciben suficiente atención durante las clases de ruso en la escuela. La relevancia del tema está condicionada por la necesidad de actualizar el contenido de la educación, para repensar el componente teórico de los complejos educativos y metodológicos en el idioma ruso, teniendo en cuenta el estado actual de la lingüística. El problema del estudio es aclarar el aparato categórico conceptual del curso escolar de formación de palabras, para superar las contradicciones entre la gramática científica y escolar. El objetivo del estudio fue revelar las inexactitudes típicas en la interpretación de la morfología y los fenómenos de formación de palabras en el curso de lengua rusa que afectan la comprensión de los estudiantes en estas secciones lingüísticas y la realización del análisis del lenguaje. La novedad del estudio consiste en una serie de correcciones y refinamientos de proposiciones teóricas relacionadas con el estudio de la morfología y la formación de palabras en la escuela. La base teórica del estudio fueron los trabajos sobre morfología, formación

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research in the field of word formation and the methods of Russian language teaching as well as the works of foreign scholars (Makleeva et al, 2017; Shchuklina, 2017; Matveeva and Fatkhutdinova, 2016; Andrew, 1998; Štekaner, 2000). The main significant results of the study are the following ones: They showed the importance of the general didactic scientific principle observation during the study of word formation. They revealed the main inaccuracies and contradictions in the treatment of morphemics and word formation phenomena during the school course of Russian language. They proposed a scientifically based system of word formation terms and concepts. The scientific and methodological approaches to the conduct of derivational, morphemic and etymological analysis have been refined and corrected.

Keywords: Russian language, word formation, morphology, etymology, language analysis, problem training.

Resumo

A análise gramatical de palavras, frases e frases é um dos principais métodos de ensino de línguas. permite-lhe ver as características de linguagem estruturais e semânticas, os padrões subjacentes, ele ajuda a desenvolver a intuição da linguagem, dominar a previsão de competências linguísticas. análise gramatical é uma forma de visão profunda sobre a cultura das pessoas e compreensão das características da mentalidade nacional. Um papel importante nesta é jogado por palavra-formação, morfema e análise etimológica que não recebe atenção suficiente durante as aulas de russo na escola. A relevância do tema é condicionada pela necessidade de atualizar o conteúdo da educação, a repensar o componente teórica do complexo educacional e metodológico em língua russa, tendo em conta o estado actual da linguística. O problema do estudo é esclarecer o aparelho categórica conceitual do ano lectivo de formação de palavras, para superar as contradições entre liceu científico. O objetivo do estudo foi revelar as imprecisões típicos na interpretação dos fenômenos de formação de morfologia e palavra no curso de língua russa afetando compreensão destas secções linguísticas dos alunos e realizar a análise da linguagem. A novidade deste estudo consiste em uma série de correções e aperfeiçoamentos de proposições teóricas relacionadas ao estudo da morfologia e palavra formação na escola. A base teórica do estudo eram obra na morfologia, formação de palavras, escola Kazan etimologia linguística I. Baudouin de Courtenay, Bogoroditsky V., V. Markov, G. Nikolayev, E. Balalykina, a pesquisa moderna no campo da a formação de palavras e métodos de ensino da língua russa, bem como obras de estudiosos estrangeiros (Makleeva et al, 2017; Shchuklina, 2017; Matveeva e Fatkhutdinova, 2016; Andrew, 1998; Štekaner, 2000). Os principais resultados significativos do estudo são os seguintes. Eles mostraram a importância de observar o princípio científico didático geral durante o estudo da formação de palavras. Eles revelaram as principais imprecisões e inconsistências no tratamento de fenômenos de formação de morfologia e palavra durante o ano escolar de língua russa. Eles propuseram um sistema cientificamente baseado em termos e conceitos de formação de palavras. abordagens científicas e metodológicas para a realização de derivational, morfémico e análise etimológica foram aperfeiçoados e corrigidos.

Palavras-chave: Língua russa, formação de palavras, morfologia, etimologia, análise de linguagem, treinamento de problemas.

de palabras, etimología de los escolares Kazan lingüística I. Baudouin de Courtenay, V. Bogoroditsky, V. Markov, G. Nikolayev, E. Balalykina, la investigación moderna en el campo de la formación de las palabras y los métodos de la enseñanza de la lengua rusa, así como las obras de académicos extranjeros (Makleeva et al, 2017; Shchuklina, 2017; Matveeva y Fatkhutdinova, 2016; Andrew, 1998; Štekaner, 2000). Los principales resultados significativos del estudio son los siguientes: Mostraron la importancia de la observación del principio científico didáctico general durante el estudio de la formación de palabras. Revelaron las principales inexactitudes y contradicciones en el tratamiento de la morfología y los fenómenos de formación de palabras durante el curso escolar de lengua rusa. Propusieron un sistema científicamente basado en términos y conceptos de formación de palabras. Se refinaron y corrigieron los enfoques científicos y metodológicos para la realización del análisis derivacional, morfémico y etimológico.

Palabras claves: Idioma ruso, formación de palabras, morfología, etimología, análisis del lenguaje, entrenamiento de problemas.

Introduction

The word-formation, morphemic, etymological analysis is an integral part of the theory and the methodology of teaching Russian at university and at school. The section "Morphemics and word formation" is the most important for the development of spelling among students, in accordance with the leading principle of Russian orthography - morphological - the significant parts of a word are always written in the same way, regardless of pronunciation. Morphemics and word formation contribute to the conscious study of grammar, develop the thinking abilities of students and speech. The directions of work on morphemics and word formation include the introduction to the basic methods of word-production and to the methods of parts of speech development; the consolidation of knowledge about a word structure and the improvement of the ability to analyze by word parts (morphemic analysis). The main cognitive and practical goals of word formation study are the following ones: 1) the assimilation of word development methods in Russian language, the understanding of the structural and semantic connections of a derivative and a producing word by students, the assimilation of the word-formative significance of the morphemes studied at school, 2) the mastering the word-formative analysis, the creation of prerequisites for student vocabulary increase and the assimilation of the conditions for correct letters selection in prefixes, roots, suffixes and endings.

The ability to conduct morphemic and word-building analysis of words correctly is of great importance. The purpose of morphemic analysis is to identify all possible morphemes in a word. In 1911 V. Bogoroditsky proposed the following order of the morphemic analysis: overload, 1) cutting off an end, 2) finding a root through the nesting operation (грузить, гружёный, груз): root is an indivisible part, carrying an idea, 3) prefix prior to the root (see if there is such in the meaning of recycling, but not to run across), 4) suffix after the root (but not the same as in the words Englishwoman, slide, but in the words reprint, reading). G.O. Vinokur and N.M. Shansky proposed the method of "matryoshka": the word isolates morphemes by the ratio of generating and derived words. The method of "matryoshka" allows, for example, to distinguish between the suffixes -тель- и -тельн- in the words освободительный and удивительный.

The purpose of word-building analysis is to reveal the way a word is formed in modern Russian. It contains two steps: to determine motivation, to select the word-forming morpheme and to determine its derivational meaning. For example, the word чашка from the point of view of the modern Russian language is non-derivative, since it is not motivated by the word чаша. Etymological analysis at Russian language lessons is presented to a lesser extent and only superficially. The purpose of the etymological analysis is to determine where (in what language), when, how (from which constituent elements, morpheme, on which word-building model) and with what meaning a word appeared, what changes of its form and meaning led to the present state. At school, the elements of etymological analysis are introduced during vocabulary and spelling and the morphemic analysis of words. Its main goals are to increase spelling skills among students during the study unverifiable unstressed vowels at the root, the alternation of vowels and consonants, unverifiable and questionable consonants; the expansion of vocabulary; the development of logical thinking and linguistic feeling.

Meanwhile, not enough attention is given to these aspects at modern Russian language school course.

Methods

The basic method of the study is the word-formation analysis of the language, which allowed the derivational, morphemic and etymological analysis of the linguistic material presented in school textbooks of Russian language, to identify synonymous, homonymous, antonymous, and unique word-formative types, to reveal the influence of word-forming factors on the grammatical structure of Russian language. Thus, the application of this method, as well as the methods of teacher and student monitoring and interviewing (within the framework of the annual qualification update courses), revealed some significant inaccuracies and contradictions in the interpretation of linguistic material by the compilers of Russian language teaching complexes and, accordingly, by schoolchildren. On the basis of theoretical analysis of literature and the generalization of scientific and methodological experience, the causes of linguistic errors were identified and explained,

and ways of their elimination were suggested. The method of linguistic description made it possible to refine the existing scientific terminology on morphemics and word formation.

Results and Discussion

Despite the fact that the section "Morphemics and word formation" occupies an important place in the school course of Russian language, its content does not always correspond to the principle of scientific character and the modern state of linguistics. On the one hand, the textbooks give the contradictory provisions of certain scientific schools, on the other hand, the actual methodical and didactic inaccuracies of textbook compilers. Thus, for example, the analysis of textbooks from basic educational and methodological complexes shows that word-building analysis is virtually excluded from the list of basic types of analysis the main attention is paid to the morphemic analysis of the words of various parts of speech (Baranov et al, 2012; Babaytseva and Chesnokova, 2018).

The terminological component of the section "Morphemics and word formation" is scientifically unreliable. According to the definition given in the Russian language textbook, morphemics is the "section of language science, in which it is studied, which describes significant parts the word" (Baranov et al, 2012). Such an "artificial" separation of the morphemics section is questionable, since significant parts of the word should be considered on the basis of a careful and detailed derivational analysis. The formal approach leads to the fact that both schoolchildren and students name familiar morphemes without hesitation, without delving into the essence of word-formation processes. So, for example, all students "automatically" allocate postfix -ся (instead of the confix раз-ся) in the word разгулялась (буря разгулялась), allowing the presence of the producing base разгулять, which does not correspond to linguistic reality. Students "recognize" the suffix -тель instead of -тельн and similar cases in the words очаровательный, удивительный.

Significant inaccuracies are observed in the determinations of morphemes. Thus, the end of a word means "a significant part of a word that develops the form of a word and serves for the connection of words," respectively, the basis of a word is "the part of a variable word without an ending or an entire unchangeable word"

(Baranov et al, 2012). Such definitions do not contribute to a clear understanding of the studied linguistic phenomena. Since the lexical meaning is the basis of a word, it is necessary to begin the list of definitions and the analysis of words from the stem precisely. The following definitions of the word basis and ending are more correct: the stem is a morphologically invariable part of a word represented by the complex of phonomorphemes, opposed to the morphologically variable ending, respectively, the ending is a morphologically variable part of the word, opposed to a morphologically unchangeable basis. A clear definition of concepts helps to eliminate errors to find the zero end of a word. For example, students determine the endings -ов, -ей, -ий in a number of nouns in the genitive form, plural погов, коров, городов, ушей, семей, полей, друзей, мячей, скамей, князей, корней, ливней, линий, морей, огней, whereas there is a zero ending in the words коров, семей, друзей, скамей, князей, линий. Similarly, students see the ending -ий in the adjectives рыжий, козий, синий, гусиный, беличий, крайний, медвежий, лисий, охотничий, птичий, while the possessive adjectives козий, беличий, медвежий, лисий, охотничий, птичий have zero ending. The definition of the concept prefix, suffix, root of the word are also given from the position of morphemics: "prefix is a significant part of the word that is in front of the root or before another prefix and serves to form words", "suffix is a significant part of the word that is after the root or after another suffix and serves to form words" (Baranov et al, 2012). From the standpoint of word formation, the prefix is a word-forming morpheme that complicates the producing basis in the preposition, the suffix is the word-forming morpheme, which complicates the producing basis in the postposition. The concept of "word root" ("the main significant part of the word, in which the general lexical meaning of all the root words is contained") is not a word-formative one (Baranov et al, 2012). Finding a word root is the task of etymological analysis. So, for example, in the words учительствовать and наука the root is *uk, in the word совесть - *ved, in the word власть - *lad, etc. It is expedient to follow the concept of non-derivative basis during word-building and morpheme analysis.

The greatest difficulty in word-formative and morphemic analysis is caused by zero morphemes. The difficulties are conditioned by

the contradictions between the scientific and school definition of zero suffixation (cf.: suffix free method), confixation and transfixation with zero suffix elements, as well as an incorrect arrangement of textbook didactic material, in which the exercises for these derivational phenomena outstrip the explanation of new material (Baranov et al, 2012; Babaytseva and Chesnokova, 2018).

The abovementioned contradictions between scientific and school grammar are caused both by the ambiguity of many word formation phenomena interpretation in scientific works, and by the shifts from the principles of scientific character, continuity, the sequence of material presentation and the principle of developmental learning.

Conclusions

The main actual problems of Russian word formation, important for the education and the development of students, are the issues about the ways of word formation, the issues of form and word formation isomorphism, the doctrine of zero formative and word-building morphemes, the interrelationship and interaction of word-forming units and categories, as well as comparative, functional and stylistic aspects of word formation. A great contribution to the study of these problems was made by the scholars of the Kazan Linguistic School. Accordingly, the inclusion of the main scientific works by the representatives of this scientific trend in the curriculum will strengthen the scientific component of the word formation course, enrich its didactic component with examples, and also will allow to organize a problem dialogue during Russian language lesson and problem-search activity of students in general. Thus, during the study of Russian word formation methods, the works by V.M. Markov, devoted to the morphological and semantic methods of word formation, as well as to the issues of zero suffixation in Russian, will be of great assistance to a teacher (Markov, 2001). The complete and profound concept of word formation, word formation methods, derivational and morphemic analysis is set forth in the works by G.A. Nikolaev (Nikolayev, 2010; Nikolayev, 2011).

Based on the works by V.M. Markov and other scholars [6, 7, 8], Nikolaev considers, in particular, the theory of homonymy, synonymy, antonymy for word-formative types, gives

specific recommendations to teachers on word-formation and morphemic analysis conduct (Lopatin, 1966; Shansky, 1968; Marchand, 1969). The studies by Balalykina and Otkupshchikov will allow teachers and schoolchildren to restore the internal form of words, to trace the related relations between words that lost motivation in modern Russian language on the basis of profound derivational and etymological analysis (Balalykina, 2012; Otkupshchikov, 2005). Productive and unproductive models of word formation, also in the speech of children, are analyzed in the works by Khabibullina and Kosova (Habibullina, 2015; Makleeva et al, 2017).

Almost no attention is paid to the phenomenon of occasional word formation in the school and university course of word formation, so the appeal to the works by Shchuklina, devoted to the issues of neology and word-making, also in mass communication language, will significantly broaden the horizons of teachers and students, will draw attention to their own search activity (Shchuklina, 2017). We should also pay attention to the research by Fatkhutdinova and her students devoted to the issues of word formation national specificity (in linguodidactic, comparative and stylistic aspects) (Matveeva and Fatkhutdinova, 2016). During the study of word formation, it is important to emphasize that this science is not a self-contained system, it is reflected in all phenomena of life, including in the information and communication network Internet. Learning the ways of word formation, relevant for chats, forums, blogs, will help students to organize observation over language facts and make their own scientific discovery (Yilmaz and Orhan, 2010). During the organization of student cognitive activity, it is important to pay attention to the history and the traditions of word formation study at the University of Kazan and to include excerpts from the works by Boduin de Courtenay (in particular, on the morpheme as an important unit of language, on zero form-building morphemes and so on), Bogoroditsky, their students and followers (Courtenay, 1963). The methodological substantiation of the need to study the debatable issues of linguistics and the in-depth study of Russian language can be traced in the works by Andrew, Štekaner and other scholars (Andrew, 1998; Štekaner, 2000).

Most exercises on word formation are reproductive and presuppose the actions according to a pattern, by analogy. In addition to word-forming and morphemic analysis,

traditional word-formation and morphemic exercises include observation of word and suffix meanings introduced into a word, their stylistic coloring, the choice of words with synonymous morphemes, the formation of words according to models, the nesting of words, the formation of the word-forming chain of words, as well as work with the school dictionary of morphemes, the selection of words in a text according to this scheme, the development of words according to a scheme, the modeling of words, the morphemic-spelling analysis of words, entertaining exercises and games. The use of analogy principle in the study of word formation and morphemics is necessary for the argumentation of a morpheme allocation correctness. At the same time, when you study word formation, it is necessary to draw the attention of students to the "uniqueness" of each derivative word, model, word-formative type, to prevent the "pattern nature" of thinking. This is promoted both by the system of scientific reading on word formation, and by the inclusion of analysis on actual, problematic, controversial issues of word formation in the educational process.

Summary

The word-forming, morphemic, etymological analysis during Russian language lessons is an integral part of these sections of linguistics study, contribute to a deep understanding of the linguistic mentality features, the history and the culture of Russian people. The abovementioned theoretical and practical materials complement significantly the modern ideas about the content and the methodology of teaching Russian word formation at high school and school in modern conditions.

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