

On the Problem of Learning the Difficult Questions of Linguistics at Russian Lessons

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Abstract

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The article is devoted to the problem of improving the linguistic competence of teachers and students. It can be achieved by the introduction in the educational process of discussion issues of national linguistics and their consideration in view of the current state of the science of language. The significance of the research topic is mainly concerned with the new requirements for the content and organization of educational process in modern school, and with the relentless attention of linguists to the topical issues of word formation, grammar and pragmatics as well as having a place the contradictions between the school and the scientific grammar.

Methods: method of linguistic description, word-formation and grammatical analysis, a theoretical analysis of literature and compilation of best practices, empirical methods: observation, ascertaining experiment, conversation. It was revealed that learning of Russian students the difficult and controversial issues of Russian Linguistics at the Russian language lessons, as well as informative reading books about the Russian language and in-depth learning the vocabulary and cultural background of the studied novels and poems arouse students interest in the history of the Russian language and its contemporary state, increase their motivation to learn, contribute to the intellectual development of children.

Formation of cognitive universal educational actions in the Russian language is not possible without the support of fundamental research, implementation of the principle of scientific character in the educational activity of the teacher and the students, the expansion and deepening of the linguistic competence of the subjects of the educational process.

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1. Introduction

The main purpose of the course of the Russian language in high school is to mold the language, linguistic, communication and cultural students' competence. The language competence involves knowledge of Russian literary language, the knowledge of its rules, the ability to use speech synonymous wealth funds. The linguistic competence includes knowledge of the basics of linguistics,

knowledge of the language as a system. Communicative competence implies the knowledge and skills needed to understand other people and causing their own statements in accordance with the situation of communication, the ability to create texts of different genres. The cultural competence involves knowledge of Russian speech etiquette, awareness of cultural identity of the Russian language (namely, knowledge of the names of objects and phenomena of the traditional Russian way of life, traditions, national games, rituals, customs, fine arts, oral folk literature), knowledge of Russian non-verbal means of communication (facial expressions, gestures). To successfully master the native language and the ability to efficiently and effectively use the wealth of its synonymous means in different situations of communication need to understand and realize the structure of language, its laws and development, which designs and combinations allow a maximum impact on the listener and lead to the desired results. Knowing the basics of science of the Russian language allows you to understand the talent of Russian writers, understand the particular qualities of their books, written at different times and reflecting features of literary movements. Introduction to the history of formation of grammatical categories in the Russian language and the evolution of the words forming the different parts of speech system will help to understand the underlying processes occurring in all Indo-European languages, broaden horizons and deepen students' erudition. Formation of linguistic competence of pupils is necessary for the formation and development of other competencies in their interrelation and interdependence.

The significance of the research topic is mainly concerned with the new requirements for the content and organization of educational process in modern school, and with the relentless attention of linguists to the topical issues of word formation, grammar and pragmatics as well as having a place the contradictions between the school and the scientific grammar. The paper analyzes the difficult issues in Russian language school course on word formation and morphology. The actual principles of grammatical analysis of the word, according to the context, are considered. We also have developed methods of cognitive reading in Russian lessons and methods to enrich the vocabulary of students for studying the Russian classics. Its revealed the possibility of an organic combination of the proposed types of work for the intellectual development of students. The theoretical and practical materials significantly complement the current understanding of the ways and means of formation of cognitive and regulatory universal educational activities of students. The crucial research methods were used: method of linguistic description, word-formation and grammatical analysis, a theoretical analysis of literature and compilation of best practices, empirical methods: observation, ascertaining experiment, conversation.

2. Problem statement

Linguistic competence involves the assimilation by students of information about the Russian language, methods and techniques of linguistic analysis, stages of language development, as well as the works of well-known scientists-linguists who have studied the Russian language. Formation of linguistic competence is held by mastering certain modes of action, which allow not only to understand the definition of a concept but also to learn the ways to recognize it among other linguistic phenomena,

particularly to find its use in speech. Mastering the students basic knowledge of linguistics is primarily a means and tool of formation of other competences: linguistic, communicative, cultural. However, many controversial issues of domestic linguistics cause are misunderstanding and confusion among school teachers, that leads to pedagogical conformity and terminological confusion. Such problematic issues in school textbooks and manuals in Russian language are a lot.

First of all these are issues related to the problems of word formation. In the Russian language school textbooks morphemics is a separate section. However, learning the complex Russian morpheme without word-forming analysis is inappropriate, as this may lead to factual errors. Ambiguous interpretation of school textbooks and teaching materials on Russian phenomenon has zero suffixes. Despite the fact that the phenomenon of zero suffixes described in many scientific papers, recorded in academic grammars and the term is firmly entrenched in the academic community, the scientific and educational and methodical incorrect approach to the study of this method of forming words remains. Confusion primarily associated with undifferentiated terms such as: zero suffixation, word formation without suffix, conversion. Also students have difficulties in distinguishing morphemic and word-formation analysis. Practically not represented in school textbooks the phenomenon of word creation and occasional word formation.

In school's grammar the doctrine of parts of speech in Russian is considered inconsistently. These are questions about the extent of verbal word (participles and gerunds and their grammatical status), the words of condition category, lexical and grammatical category of nouns and adjectives (the difficulty in recognizing and transitional cases), bits of pronouns and numerals, the word *a lot, a little, a little, a lot* as part of the speech, the phenomenon of grammatical homonymy of words of different parts of speech, recognition the words of different parts of speech in the text, the grammatical analysis of words in the text and other problems.

One of the most important means of formation of linguistic competence is the organization of informative reading in Russian lessons and in extracurricular activities. In this regard, the allocation of a special type of lesson - home reading lesson in the Russian language in high school - it seems urgent and necessary step for the intellectual, moral and ethical, and aesthetic development of the students. It is necessary to develop a strategy for home reading lesson in the Russian language in high school as a special type of lesson, which includes elements of classical methods of extracurricular work on Russian, and at the same time outputting home reading lesson to a whole new level of organization of subject-object activity of pupils taking into account the communicative-activity and personal -oriented approaches to learning.

Reading any book at school ought to begin with the lexical and verbal-semantic exercises. Children don't like to read books, and this problem can to some extent be called "linguistic", caused by the fact that students "do not understand" the text, "do not know" words - the names of details of the situation, age and so on - and lose interest in the book. The greatest difficulties arise with the understanding obsolete, dialect and loanwords, which becomes part of the students' passive vocabulary. Therefore, work on the enrichment and improving of students' vocabulary is an important step in learning Russian language.

3. Research questions

The crucial issues are the following: How we can use in the educational process the contradictions between scientific grammar school? How to teach students to perceive the information critically? What methods and techniques should be used to the teacher to form a cognitive activity of pupils and motivate them for research?

4. Purpose of the study

The purpose of research is to identify the characteristics of reflection in teaching and didactic materials in the Russian language difficult and controversial issues of modern linguistics and to work out the practical recommendations for the educating of scientific thinking of students on the basis of universal educational actions.

Research objectives: 1) to review existing programs and textbooks on the Russian language for high school; 2) to identify the conflict between the explanation of grammar, word formation and lexical phenomena in school and academic grammar; 3) to work out guidelines for the study at the school difficult and controversial issues of linguistics; 4) to consider the system of informative reading in the Russian language; 5) to work out a system of enriching the students' vocabulary of in the process of studying the Russian literature.

5. Research methods

The main research methods, we used are the following: method of linguistic description, word-formation and grammatical analysis, linguistic forecasting, a theoretical analysis of literature and compilation of best practices, empirical methods: observation, ascertaining experiment conversation.

For the study, we drew the materials of textbooks on the Russian language, teaching materials, data of Russian grammar. Observation and interviews with teachers and students was conducted on the basis of school №9 (Kazan), personal experience of the author on the teaching of the Russian language in schools has been analyzed and generalized.

6. Findings

The principle of scientific character is one of the fundamental postulates of general didactic in teaching Russian language and the formation of the linguistic competence of the students, which is based on the teacher's activities and which must underpin the entire complex of educational-methodical work of the teacher.

Recognizing the dubiousness of "artificial" separation morphemics section, we note that morphemics and word formation are the most important branches of linguistics for the development of spelling vigilance, because in accordance with the guiding principle of the Russian orthography - morphological - significant parts of words are written always the same, regardless of pronunciation. The study of word formation, and the ability to correct, on the basis of word-formation analysis, to find the structural elements of the word promote conscious study of grammar, develop students' thinking skills, develop speech. Word-formation analysis must be carried out on every lesson, and analysis of the structure of words is necessary for dictations and competent writing. It is important to teach students to call morpheme, which is orthograms. Students should understand the following concepts: non-derivational word, morpheme (a significant part of the word), which produces a word, a derivative of the word, derivational means, methods of forming words, word-formation analysis, word formation morpheme, their functions and values. Also students have difficulties to produce morphemic and word-formation analysis. The purpose of the morphemic analysis - the identification of all the possible morpheme in the word. The purpose of word-formation analysis - to reveal how the word is formed in the modern Russian language, to determine the motivation (to find a word produces), to recognize the derivational morpheme and determine its value.

Despite the fact that the phenomenon of zero suffixes described in many scientific papers, recorded in academic grammars and the term is firmly entrenched in the scientific use, incorrect terminology in relation to the process of forming words remains (Allan, 2014; Booij, & Lehmann, & Mugdan., & Skopeteas; Plag, 2002). For example, in the textbooks to existing programs in the Russian language contains the following definitions of forming words using the zero morpheme: "Some words are formed without the aid of suffixes. This method of word formation is called *without suffix*: repeat → repeat, green → green "(Babaytseva, 2012); "Sometimes the word is formed by clipping morpheme - *without suffix way*" (Russian language, 2012). The same is observed in the test materials exam on the Russian language, including exercises on " *without suffix derivation*" (Unified state exam in Russian language, 2014). Sometimes teachers combine both terms (" *without suffix method (zero suffixation)*" (I decide USE: educational portal for exam preparation, 2016), although they reflect different approaches to the word formation. The term *without suffix method* denies formative morpheme (cf. : " *without suffix derivation method* can be defined as a method for the production of words, when forming the base without adding any affixes becomes the basis of a noun" (Shansky, 1968), And the term zero suffixation asserts the presence of derivational morpheme (Korneyeva, 2014). It is noteworthy that the new generation of textbooks seek to overcome this contradiction and include theoretical materials associated with zero derivational and inflectional morphemes (Repkin V.V., 2006). Despite the fact that the zero suffixes was not inherently formative system of the Russian language, and is a more recent phenomenon, it is "genetically" was a reflection of the laws and regularities, which formed the basis for the formation of the Indo-European word-formation system and that allow zero derivation to remain a productive way of replenishment of the vocabulary of the language at the current stage of its development.

Features of studying occasionalisms. Occasionalism as a language phenomenon attracted the attention of researchers for many years. The classic work on neology (Hanpira, 1972; Zemskaya, 1972;

Mukarзовsky, 1967; Alexandrova, 1980]) and recent studies (Pakhomova 2013; Babenko, 1997) note such features occasional formations, as: 1) contextual conditionality (which forms the context of (Babenko, 1997), 2) individually-author's exclusivity ("unexpected, unusual, exceptional" (Hanpira, 1972), 3) expressiveness, 4) the language game, 5) a marked contrast to the structural system of usual formations (word formation according to unproductive language model). As E.Hanpira notes "occasional word - this unknown language word formed by language unproductive or counterproductive model either occasional model and created both to conventional posts, the usual nomination and an art purpose" (Hanpira, 1972). There are morphological, syntactic, phraseological, word formation, lexical, semantic, phonetic and stylistic occasionalisms (Hanpira, 1972). Occasional tumors are an integral part of the cognitive and axiological model of reality that reflects an active, creative approach to the formation of a native speaker knowledge of system-structural organization of the elements of the existing knowledge of the person in its active interaction with the world. In school it is important to pay attention on the structural and semantic features of the occasionalisms in the Russian language, and their causes.

One of the most important Russian morphology controversial issues is the question of parts of speech in the Russian language and the principles of their allocation. it is important to pay students' attention that part of speech of a word is determined by taking into account the context.

The question of the extent of the verb as a part of speech remains controversial. This is due to the fact that in the verb different forms of grammatical characteristics were combined. G.P.Pavsky in the XIX c. distinguished in the verb four types of words: verbs are conjugated (read), the infinitive (to read), participle (reading), gerund (read). The heterogeneity of the forms led to different approaches to the volume of the verb as a part of speech. F.F.Fortunatov (XIX c.) excluded from the verb infinitive, gerund and participle. AA Potebnya considered infinitive a special part of speech. A.M.Peshkovsky - the mixed part of speech. The volume of the verb is the subject of debate to this day. Russian grammar 1980, V.A.Beloshapkova interpret the verb widely. The centre of the verb as a part of speech are conjugated form (predicate, finitivnye), they vary in mood, times, numbers; the other three forms (infinitive, participle, gerund) - unconjugated. With the conjugated forms unconjugated combines semantic commonalit, grammatical category of verb aspect, the ability to combine with the name and the adverb. N.M.Shansky , A.N.Tikhonov exclude from the verb participle and gerund.

One of the most important means of formation of linguistic competence is the organization of informative reading in Russian lessons and in extracurricular activities. In this regard, the allocation of a special type of lesson - home reading lesson in the Russian language in high school - it seems urgent and necessary step for the intellectual, moral and ethical, and aesthetic development of the students. The novelty of the proposed approach is to develop a strategy lesson home reading the Russian language in high school as a special type of a lesson, which includes elements of classical methods of extracurricular work on Russian, and at the same time outputting home reading lesson to a whole new level of organization of subject-object activity of pupils taking into account the communicative and student-centered approaches to learning.

Despite the fact that the method of the organization of extracurricular activities is investigated adequately and efficiently, the problems of organization the system of developing entertaining reading

on the Russian language remains either on the periphery or outside the attention of scientists, methodologists, in contrast to the classical lessons of home reading on literature or in the lessons of the extracurricular reading in the Russian language in primary schools, which are essentially the same literary reading. Extracurricular reading on the Russian language can be considered as a form of extracurricular activities on Russian (usually a one-time, non-system), and (preferably) a special type of lesson, which is included in the training lessons of the Russian language in middle and senior school, recurring with regular sequence (1-2 times per quarter after studying the topic / section) for a particular program. The introduction of a special type of lesson offers great opportunities for the intellectual development of students, expand their horizons, improve their language, linguistic, communicative, cultural competences. The lessons of home reading in the Russian language allows to deep the information on linguistic theory, to organise the research and self-education students.

The selection and recommendation of books for independent students' reading on Russian is of primary importance. The main principles of the formation thte scientific and educational content should include: age-appropriate children (age feasible), the availability principle (compliance program, style and form of presentation of entertaining material); genre and thematic variety of works (scientific and popular literature and journalistic, books, magazines, newspapers, original and translated sources); educational orientation of books; perfect language; connection with the studied material on Russian, as well as, possibly, the principle of individual interest, the student's independence in the selection of books. The guiding principle of extracurricular activities on Russian - the principle of entertaining - is the most important for the organization of extracurricular reading for Russian language lessons system, but teaching-developing character of the lessons mast involve not only "entertaining" reading, but also a serious work for the study of scientific linguistic literature, the formation of skills to write texts of scientific style and writing their own articles. According to the content on the home reading lessons in Russian language a lot of books are recommended to complement and deepen the program material, and books that are not directly related to the program material, but extends the overall outlook of the students.

Cognitive reading in the Russian language is a logical continuation of the educational process in other terms, a means of broadening and deepening of knowledge of Russian language, obtained in the classroom. Extracurricular Reading develops linguistic skills, autonomy in the acquisition of knowledge, nurtures a sense of respect for the mother tongue.

The study of the Russian classical literature is a complex, laborious but fascinating work that requires the reader, the researcher, not only a profound knowledge, but also the talent of the interpreter. It is based on a comprehensive analysis of the text, involving consideration of complexly organized structure in the interaction of all components. At school study any book, especially classical, must be preceded by serious lexical and semantic work. The propaedeutic work on the lexical meaning of unfamiliar words will lead students to 1) "recognition" of the text, 2) draw attention to the text, 3) understanding the text, 4) deliberate work on the ideological and thematic content of a literary text, and 5) creative passion of the writer (poet). The greatest difficulties arise with the understanding obsolete, dialect and loanwords, which becomes part of the students' passive vocabulary. Therefore, it is advisable to include such words in the programm from the fifth or sixth grade during the study program

in Russian language: "Obsolete words (archaisms and historicism)"; "Dialectal word"; "Borrowed Words." Great help the teacher will have with vocabularies "unknown words" for each book and the available dictionaries of writers. Traditionally, the thematic groups, necessary to supplement the vocabulary of students, include socio-political lexicon, moral and ethical, sports, language of hygiene and health, arts and culture, military vocabulary associated with the defense of the Motherland, language rights, labor, consumer and neutral language, historical vocabulary. Inclusion in these groups some "unknown words" of books, studied in the school curriculum in literature, will lead to a qualitative improvement of teaching materials and teaching aids for teachers and students, will contribute to the formation of not only language but also the cultural competence of the students. The teacher ought to suggest students doing interesting research projects related to linguistic issues, lessons projects "Encyclopedia of words", "Presentation of the words" (including the interpretation of the word, its synonyms, antonyms, turns of phrase with the word, sayings, excerpts from the works of art in which this word occurs, illustrations, videos, etc.).

The development of speech, language formation, language, communication, cultural competences is closely linked to the formation of students' views on the world and on the understanding of themselves in it. It is thanks to careful work with the word at Russian lessons laid the foundations that form the worldview of students and give birth to the reader. Systematic work on enriching vocabulary of students in the study of art in the context of the formation of linguistic competence contributes not only to the expansion of active and passive vocabulary of students, but also forms the identity of the student, attaches it to the great culture of the great people. That is why the enrichment of vocabulary students as one of the aspects of the development of speech has always been the focus of scientists, methodologists, to establish an effective system of work on the dictionary of schoolchildren. Of great importance in the organization of such work is always allotted the integration of the Russian language and literature lessons.

7. Conclusions

Evidence-based approach to the study material on word formation, grammar, lexis, to the formation and development of the linguistic competence of pupils acquire greater relevance in the transition to a new generation of GEF. Universal learning activities that promote a conscious and active self-learning and self-development of students, implemented primarily in their cognitive research activities. Mastering science students the basics of the Russian language will help not only students, but especially teachers to develop competence-oriented tasks, to prepare the teaching materials according to the requirements of a modern lesson of the Russian language. "The lesson of discovery new knowledge", "the lesson of general methodological orientation", "creativity lessons (lesson-study)" are not possible without the support of fundamental scientific principles of linguistics, and requirements for the improvement of linguistic competence is now demanded of a teacher of the Russian language. A rigorous scientific approach to the interpretation of linguistic phenomena should be a basic requirement

for the development and implementation of training programs for teachers of educational institutions on the teaching of the Russian language (including Russian as a second language).

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