

GRAMMATIC CATEGORIES OF THE RUSSIAN LANGUAGE IN NATIONAL GROUPS

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Abstract

The organization of teaching Russian as a non-native language at the present stage includes several levels and hierarchies, among which a special position is occupied by the teaching of ethnic Russians and students from the CIS countries (Uzbekistan, Kazakhstan) who graduated from schools with teaching in Russian. The main motivation for learning the Russian language by foreign students - obtaining professional knowledge in Russian - is not relevant for this contingent. The pragmatic aspect of learning is initially satisfied in the Russian-speaking environment of native speakers or bilinguals. In this regard, the task arises of filling the learning space with relevant topics that motivate the learning process.

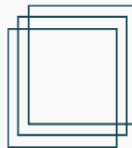
Keywords: Russian language, grammatical category, category, language, student, noun, plural, usage rule, word, phenomenon.

The inclusion of the topic "Grammatical categories of the Russian language: categorical semantics, formal indicators" into the context of work with the named category of students seems to us appropriate due to the fact that conscious knowledge of the Russian language, its grammatical structure is impossible without understanding the basic laws of the language as a result of purposeful learning. In school textbooks, even in modern ones, the concept of "grammatical category" is absent. They talk about morphological features - permanent and non-permanent, about grammatical classes of words and their grammatical meanings, etc. Apparently, it is believed that the concept of "grammatical category" is quite complex and abstract. However, in our opinion, it is no more abstract than many mathematical, physical or biological concepts used in school textbooks designed for high school students in ordinary secondary schools. It seems that it is no more difficult to understand than the integral, irrational number, logarithm, interference, convergence, meiosis, mitosis, etc. It is also important that the concept of a category is used by almost all university textbooks and manuals, reference books, encyclopedias that today's student inevitably encounters. The concept of categorization, aimed at the parametrization and classification of objects and phenomena in human cognitive activity, is the key mechanism of human thinking. Significant in this case is the identification and classification of linguistic units belonging to a particular category.

According to L.M. Vasiliev, the categories are "...constructs of our consciousness that model our knowledge about the world and correlate them with the models of knowledge fixed in the structure of the language."

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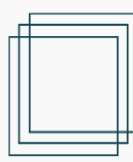


In modern linguistics, it is emphasized that categories are a necessary component in the study of linguistic forms.

This fact A.N. Bazylev confirms that "mental categories are practically inseparable from linguistic categories" and "real explanations of the functioning of the language can be obtained only by referring to cognitive structures." It is noted that linguistic categories can be interpreted as certain forms of understanding the world in language, i.e. forms of linguistic consciousness and formats of knowledge of a special type. Defining the boundaries of conceptual categories and identifying the features of their implementation in the language, A.V. Bondarko emphasizes that linguistic semantic functions are meanings expressed by certain morphological, syntactic, word-forming and lexical means or their combinations in a given language, and are the result of the process of linguistic interpretation of conceptual categories. The researcher argues that the connection between conceptual categories as elements of meanings that need to be expressed and linguistic semantic functions is actualized in speech in a specific utterance. Thus, there is no doubt that "in a language designed to store, process, transmit and interpret various knowledge, categories as classes of linguistic objects with common conceptual characteristics acquire the character of special knowledge formants that perform a specific role in the organization and operational use of knowledge about the world. , about language as a part of the world, about the ways of processing and interpreting them by a person".

The motivation for the study of linguistic formulations in a purely non-philological audience is also the need to improve the practical speech skills of students. Even relatively fluent graduates of Russian schools in the CIS countries have a very vague, at the level of intuition, idea of text-forming and text-forming language means, the choice of spellings is made by students spontaneously and intuitively, which leads to the inability to build their own stylistically, grammatically, compositionally, logically correct coherent written text for various purposes. Meanwhile, students of medical universities, by virtue of their profession, are required to speak competently in writing, manage their own speech behavior - combine the movement of thought, the search for the right word and the choice of graphic form into a single skill. This makes it necessary to constantly interact with the conceptual and functional aspects of linguistic phenomena in the course of learning and is dictated by the developmental nature of modern learning, the communicative orientation of language teaching. Paradoxically, this is especially important in the context of a language environment, since the powerful, unordered flow of linguistic information can create an unsystematic and erroneous idea of language use. Therefore, a scientific, linguistically correctly formulated theoretical generalization is needed, which will be the basis for the correct perception and use of the studied phenomena of the language.

As practice shows, motivation in the spirit of the cognitive-communicative approach is sufficient in the audience of bilingual students of a non-philological university.

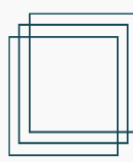


Students willingly accept the fact that with the help of the concept of "grammatical category" it is possible to adequately describe many linguistic phenomena; that thanks to this concept, one can come closer to understanding the essence of language in general (i.e., language as a special communicative system) and specific languages in particular. When selecting material for study, we relied on the principles of pedagogical grammar, which, in contrast to the usual linguistic description of the grammatical structure of a language, considers the rules of linguistic grammar in relation to language as a means of communication. It is for these reasons that we have abandoned a large number of grammatical classifications that negatively affect the formation of the skill of using the studied phenomena. The following questions were included in the course on the topic:

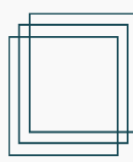
- 1) The concept of a grammatical category. Types of grammatical categories of different parts of speech in Russian.
- 2) Category of noun gender. Rules for the use of the gender of inflected and immutable nouns.
- 3) The category of the number of the noun. Rules for the use of the number of nouns, including the nouns *Singularia tantum* and *Pluralia tantum*.
- 4) Rules for the use of lexical and grammatical categories of nouns (proper, common nouns; specific, abstract, real, collective; animate, inanimate).
- 5) Category of case. Rules for the use of inflected and indeclinable nouns; nouns with declension features.
- 6) Rules for the use of lexical and grammatical categories of adjectives.
- 7) Rules for the formation and use of forms of full and short adjectives.
- 8) Grammatical categories of the verb.

When defining the grammatical category, we used the wording of V.V. Lopatin: a grammatical category is "a system of rows of grammatical forms opposed to each other with homogeneous meanings; some set of the same type, similar phenomena that have some common feature. So, in the dictionary of the Russian language, adjectives are given with three generic endings, therefore, we can talk about the category of adjective gender. Forms of nouns table, wall, path, although they have a different design of the affix [-u, - e, - and], i.e., a different grammatical form, they are united by the common meaning of the Dative case of the noun. Differently designed aspectual pairs of verbs, for example, reach - reach, cut - cut, do - do, push - push, decide - decide, send - send, take - take, also indicate that the unity of a particular grammatical category is due to not form, but general grammatical meaning.

Considering the classification of grammatical categories, we noted that in the case of an inflectional category, its formal indicators (endings, for example) are able to alternately join the stem of the same word; then combinations of forms with the stem of a word are called grammatical forms of that word. The complex of all grammatical forms of one word forms its paradigm. Typical examples of inflectional categories are the number and case of a noun, the tense and mood of a verb, etc.: for example, in the Russian

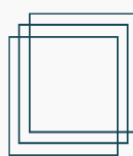


language, the basis of each noun is combined with the formal indicators of all cases, the basis of each verb is combined with indicators of all tenses, etc.; violations of this principle lead to the emergence of so-called defective paradigms (cf. the absence of the 1st person singular form of the verb “win” in Russian). In the case when only one grammatical meaning can be expressed in the stem of a word, not different forms of the same word are opposed, but different words, and such grammatical categories are called word-classifying/classifying. A typical example of a classification category is the gender of nouns: in Russian, each noun belongs to one of three genders, but Russian nouns do not have the ability to freely change the meaning of the gender. The gender category of nouns combines different lexemes/words, therefore, this category is a classification category. At the same time, the gender category of Russian adjectives, represented by one lexeme (one word), is inflectional. We also noted that the number of homogeneous categories is different in different languages; so, for example, in languages with declension, the number of cases can vary from three (Arabic), four (German), six (Russian) to fifteen (Estonian) or more. The combination of categories in each language can also be special and peculiar. So, in many languages, unlike Russian, there are no categories of the adjective, just as the adjective itself is not distinguished as a separate part of speech, which has its own morphological and syntactic characteristics, which causes great difficulties in teaching Russian to non-Russians. Let us note a large number of questions that arose among students in connection with what types of meanings in the languages of the world are expressed by grammatical categories, and also how the non-linguistic reality surrounding us is reflected in a peculiar way. Considering the properties of the grammatical category, we emphasized its regularity and obligation. Indeed, any grammatical category in the Russian language is expressed regularly, i.e., there is almost always an indication of the case or gender of the name, mood or tense of the verb, etc. At the same time, individual grammatical categories reveal themselves only in some rather rare situations: if we, speaking Russian, want to understand whether a noun is animate in front of us or not, we can do this in only one way - to put it in the accusative plural form. Only in this case form will its true essence be accurately manifested: if this form coincides with the Genitive, then we have an animate name, if with the Nominative, then an inanimate one. As a result of consideration and analysis of this fact, students come to an independent conclusion about the impossibility in some cases of relying on the accusative case of the singular: I see a girl, a creature and I see a desk, the window is no different; it is impossible to understand from the forms of words that the girl and the creature are animated nouns, but the desk and the window are not. Meanwhile, the corresponding case forms of the plural (I see girls, creatures and I see desks, windows) accurately indicate this grammatical category of animateness / inanimateness. The students also come to the conclusion that all the other cases, all the more, do not allow to determine the animation of this or that Russian noun.



As for the obligatory property of a grammatical category, the attention of the audience was drawn to the following: if some linguistic entity is grammatical, then the speaker of this language cannot afford not to point to it. So, speaking in Russian, we are obliged to use the verb in one of the three tenses or in one of the three moods or in one of the two numbers, etc. The noun must be in the form of some case and some number. If it is an indeclinable noun, its grammatical characteristics can sometimes be ignored because they are not expressed within the word itself. But in some cases, it is still necessary to indicate these characteristics with the help of other words: night porter, Australian kangaroos, etc. This property of grammatical categories is very clearly manifested when comparing two languages: one, where the phenomenon under consideration belongs to grammatical ones, and the second, where such a grammatical phenomenon is absent. So, in a number of languages (for example, in English and French) there is a category of certainty-uncertainty, which is not represented in Russian at the level of grammar. Speakers of English or French do not have the right not to indicate with the help of the corresponding article the given grammatical meaning of nouns. If they do not use the definite or indefinite article in speech, then they do it not of their own free will, but only in those cases that are stipulated by the norms of the given language and are prescribed in textbooks, teaching aids, normative grammatical reference books. A Russian speaker, if desired, of course, can express the idea of certainty or indefiniteness using not the article, but other means: these can be various kinds of pronouns - demonstrative pronouns (this, that, etc.), adjectives (given, named, etc. .p.), numeral one in the meaning of some, some particles, phrasal stress, word order. But all this can be used solely at the will of the speaker: he has the right to use a demonstrative or indefinite pronoun, if his linguistic intuition tells him, or not to use it. If the Russian speaker does not indicate the definiteness or indefiniteness of the noun, this will not be a speech error, a violation of grammatical norms, etc. - he should not do this, since there is no such grammatical category in Russian. The audience comes to this conclusion on their own.

During the consideration of grammatical categories, attention is drawn to the fact that these are historical phenomena. So, in many ancient languages (Ancient Greek, Sanskrit, Old Russian, Classical Arabic) nouns have three numbers: for a single object - singular, for paired - dual, for a plurality - plural. This is evidenced by some forms preserved in the language, for example, in Russian: eye - eyes, but in Old Russian the plural form was eyes. A similar example: sleeve - sleeves - sleeves. Therefore, the forms of the eye, the sleeves are the forms of the dual number, used after its disappearance in the meaning of the plural. Hence the difficulties that foreigners experience when studying, for example, the Genitive case of units. and plural. numbers, for example, why would you say "2 new students" but "5 new students"? "2 new coeds" but "5 new coeds"? We invited students to act as a teacher of Russian as a foreign language / as a non-native language and comment on these phenomena to their students.

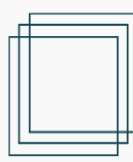


The task caused a lively discussion and led the audience to the most important conclusion that without explaining the essence of the grammatical category and without comparing the grammatical categories of the native and foreign, studied languages, it is very difficult to explain many grammatical rules that a person must understand, and not memorize mechanically. In this regard, we emphasized another important fact: to teach a foreign language, it is not enough just to be a native speaker. A teacher of a foreign language, including Russian as a foreign language, must have linguistic knowledge about the structure of both languages, about the similarities and differences between the native and studied languages, and is obliged to explain all this to his student. It is also necessary to master a minimum of terminology, without which it will not be possible to fully learn the language or teach it. This conclusion greatly increased the motivation for studying this topic in the classroom.

So, in the course of the lesson, the students' knowledge of the Russian language was systematized and generalized ideas about linguistic phenomena and the patterns of their functioning were formed. The skill of self-determination of systemic relations between linguistic forms and the transfer of learned methods of analysis to new material was developed. Thanks to this, in the course of subsequent classes, the laws of the language were independently and consciously applied in the performance of practical tasks. Therefore, we can say about the achievement of the level of linguistic competence necessary to confidently operate with grammatical categories of different parts of speech in the process of creating your own oral and especially written text. This is precisely the task of teaching the Russian language to non-Russians. The indicated range of questions is the subject of our further research.

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