

Linguistic analysis of Tatar language textbooks for non-Russian students

Muslima Magesumovna Shakurova and Ramil Hamitovich Mirzagitov

Kazan Federal University, Kremlevskaya Street, 18, Kazan, 420111, Russia

Abstract. The article deals with the volume, structure and content of Tatar language textbooks in historical and methodological plan, as well as with typical grammar mistakes, made when compiling the Tatar language textbooks for non-Russian students of the XX century. In the process of this work, alongside with the experience on teaching Russian language in Tatar school, the experience of teaching Tatar language to Russian students in pre-revolutionary and post-revolutionary Russia was studied. We analyzed the Tatar language textbooks of the first period of school existence, and also Soviet and modern textbooks of the XX century. The difficulties in grammar acquisition by pupils and Hungarian students are underlined in the work. The consideration of native language peculiarities, when compiling Tatar language textbooks, shall consist in thorough development of those grammatical forms, which are especially difficult for students, due to differences of Tatar and students' native language, and in use of translation, when teaching oral and written speech, in comparative grammar.

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Introduction

It is commonly accepted in modern methodology, psychology and psycho-linguistics, that the connection between linguistic branches will allow resting on grammar more effectively, when working on speech development (Leontiev [1], Fatkhullova [2]). In this connection, special attention is paid to revelation of integrated study of phonetics, lexicology, grammar in their functioning in the research process of texts, dialogues, speech samples (Ershova [3], Yusupova [4]). For the students to be able to use different linguistic means, when communicating their thoughts, the content of textbooks for Tatar teaching, as a second language, shall have a complex character, i.e. the study of linguistic material shall be combined with the work on all types of speech activity. In this connection, a student shall know the meaning of each word, grammar forms and structures of Tatar language not only when learning to speak and to write, but also when translating the texts.

The textbooks suggest definite texts on specified topics, dialogues, materials on Tatar grammar and exercises. The authors of the textbooks set serious tasks for the students in acquirement of grammatical phenomena of Tatar language, different types of speech activity to ensure the communicative activity. Cross-cultural and psychological aspects of Tatar language lessons are taken into consideration here. To acquire the grammatical forms of Tatar words, the texts in translation from Tatar into Russian and from Russian into Tatar were recommended. There are no doubts, that the students met different sections of Tatar language here: acquainted with

Tatar letters and sounds; learnt to understand texts, acquiring grammar forms, means for word connection in each sentence; explained the meaning of new words, connected with the use of one or another grammatical phenomena and structures.

The present article deals with some difficulties in grammar acquisition by students, when teaching Tatar, as a second language, at the material of studying the possessive category of nouns, verb stem, verb voice and modal forms, adverbial participles, substantivized participle.

Main part

The interest to the subject is, first of all, connected with the educational text, that is why the subject matter of teaching material takes the central place in textbooks and programs. In the last years, many methodists and linguists are interested in the content and structure of programs of the 1920. From the end of the XVIII century and during the whole XIX century, alphabets, textbooks, grammar books, self-teaching guides and phrasebooks by I. Khalfin, I. Giganov, A. Troyansky, A. Kazem-Beck, G. Vagapov, I. Kondratov, M. Bekchurin, N.I. Ilminsky, M. Makhmudov, M. Ivanov, G. Faikhanov, K. Nasyrov and others had a great influence on further development of methodology of Tatar language teaching in foreign audience [5]. Many self-teaching guides of the end of XIX - beginning of XX century set a task to develop oral speech on the basis of dialogues and monologues. The specific topics were introduced to the content of teaching. At present, some programs and textbooks on Tatar language teaching in foreign audience still present the teaching

text at the particular lexical material within the frameworks of selected topics.

It shall be noted that in this historical period, the representatives of Kazan school of Turkologists and their followers played a great role in the development of key problems of Tatar language and its school teaching, and, consequently, the situation in schools and gymnasiums, specialized schools and seminaries, Ecclesiastical Academy, Kazan State University changed for the better. The philological activity of such great scientists, as I.A. Boduen de Kurtene, N.V. Krushevsky, V.A. Bogoroditsky and others, shall be undoubtedly considered as the initial mark of linguistic, and, afterwards, methodic science.

Great attention in Tatar language textbooks is paid to the teaching of conversational Tatar, work on the text, what is proved by the created phrasebooks, covering different topics: 1) *religious*, 2) *family*, 3) *body and its parts*, 4) *table*, 5) *garden*, 6) *clothes*, 7) *animals*, 8) *house*, 9) *time*, 10) *weather* etc. N.I. Ilminsky made a valuable contribution to the development of oral speech. He developed the original system for Tatar language teaching. In his textbooks, much attention is paid to the development of oral and written speech, explanation of grammatical material, translation, grammatical analysis (morphological analysis of words and syntactic analysis of sentences) [6: 76]. All these types of work are organically connected with the text. The value of the book by N.I. Ilminsky "Tatar Language Lessons", published in 1914 in Kazan, is that such textbook structure provides the students with an opportunity to understand the role of one or another grammatical category and its function in the text.

In the course of Tatar language teaching, much can be used from the textbooks by M.Kh. Kurbangaliev ("Tatar Language Textbook for Russians" (1929, "Tatar Language Textbook for Non-Tatars" (1931) and others: the variety of educational means, system of exercises, rich variety of topics of teaching texts, the connection of grammatical lessons with vivid oral speech and folklore (proverbs, sayings, riddles, didactic words of elder people etc. [7:88-90].

In 1940-1980 several textbooks were published, including the textbook by R.S. Gazizov "Tatar language" (for those, who study by themselves, 1960) and by Nicholas Poppe "Tatar Manual. Indiana University Publications. Uralic and Altaic Series" (vol. 25. The Hagul, 1963). R.S. Gazizov's textbook involves four parts: theoretical material (phonetics, morphology, syntax) with different tasks; material to be translated from Russian into Tatar (the words are given for reference) ("An occasion at the border", "Our

Motherland", "Two friends" and others), materials for reading ("My recollections" by F. Tukay, "Shepherds", "Old servant" by G. Ibragimov, "First theatre" by G. Kamalov", "There were three of them" by I. Gazi etc.) [8]. As per the textbook, it is necessary to acquire the theoretical part of Tatar linguistics, and then to accomplish the exercises, in order to consolidate the obtained knowledge and to use them in practice of written and oral speech. According to grammatical-translational method, it is based on translation and reading of the original, large in volume, text. Thus, one of the main peculiarities of this work is to provide practical orientation of Tatar language teaching in schools. It has a number of positive tendencies in Tatar language teaching in Russian school: attention to development of continuous speech of students, complex approach to activation of all types of the students' speech activity, text analysis, consideration of character of impact of native language on the process of Tatar language acquisition.

The textbook by Nicholas Poppe consists of two parts: theoretical and practical [9]. The theoretical part includes the morphology of Tatar language in English; the practical part includes the works of Tatar writers. The use of fiction and texts of oral folk art at lessons helped to acquire the material deeper, as well as the vocabulary, intonation, pronunciation and, consequently, to understand the content deeper. For instance, the fragment from the piece by M. Gafuri "The Poor or the Woman-Subtenant", where the reader is conscious by the deep humanity of images (Sharaf, Dzhamilya, Badri), created by the writer: the life of the poor, the earnings of Sharif, the meeting of Dzhamilya with relatives, joy of children Khudaybirde and Gulzhikhan, death of young woman etc. The students shall read the text expressively, work on the vocabulary, answer the questions, make up the sentences and dialogues, retell, what was read, specify phonetic, orthographic, lexical mistakes etc. The students face difficulties, when the possessive forms of singular number are formed after the stems, ended with vowel, by means of affixes *-sy// -se*, after the stem, ended with consonant and with *-y// -y, -ы(y)// -e*: *yortyndä* (in his (her) house), *bakchasynda* (in his (her) garden) etc. Thus, the author makes a close connection between grammar and literature, for the students to be able to use grammatical structures in Tatar speech.

Thus, R.S. Gazizov and N. Poppe, taking into consideration the experience of self-teaching guides compilers in the XIX century, paid much attention to grammar and translation. In the second half of the XIX century and especially in the beginning of the XX century, in teaching Tatar and Russian languages, the grammatical-translational

method was wide spread. L.Z. Shakirova considers, that "V.V. Radlov and Kaum Nasyri are the founders of translational method, when teaching Russian to Tatar children" [10: 83]. The translation of text from Tatar into Russian has a great significance in the concept of Tatar language textbook, as it allows synthesizing grammatical phenomena of the language in their functioning and to compare Tatar and Russian languages. In the textbook, special attention shall be paid to such forms, which are the most difficult for students, when translating: possessive categories of nouns, verb stems, verb voices and modal forms, substantivized participle, declension of demonstrative pronouns, such as *ul* (he, she, it), *bu* (this, these), construction of synthetic sentence with affixes of adverbial participial forms.

The imperative verbs in Tatar language present the most difficult topic both for students and for foreign students. The matter is that in Tatar, the form of the 2nd person singular is considered as the initial form of imperative mood and the initial form of the verb. If the student finds the verb stem correctly, then he can produce its time forms: *ukyrğa* - *uky* -, here the initial verb form coincides with the form of 2nd person singular (in Russian *ukyrğa* - to read, *uky* - read (the verb of 2nd person singular), in Hungarian *olvasni* - to read, *olvas* — he reads (the verb of 3d person singular, Present Simple)) [11].

The meaning of Tatar adverbial participle and the complexity of its formation create great difficulties for both students and foreign students, when they use them in speech. For instance, in Hungarian language, there is only one form of adverbial participle, ended with *-va/-ve* 1) *uk*-*"olvas"* (read), *uky-p* *"olvas-va"* (reading), *yarat-**"szeret"* (love), *yarat-yp* *"szeret-ve"* (loving); 2) *ukuy* - *ykuy* «*olvas-va*» (reading), *yarata-yarata* «*szeret-ve*» (loving); 3) *uky-gach* «*olvas-va*» (when he read), *yarat-kach* «*szeret-ve*» (when he loved); 4) *uky-ganchy* «*olvas-va*» (before reading), *yaratkanchy* «*szeret-ve*» (before loving). In the sentence *Alsu chaba-chaba bardy* (Alsu went at a run) «*Alsufutvament [tkp. futva-futvamenve`nment]*» the form *-a// -ə* means the additive action, happening simultaneously with the action of main verb. It would be possible to teach the students to use correctly the forms of adverbial participle, in order to establish connections between the main and subordinate clauses: *Kez zhitkech, koshtar zhuly yakka ochyp kitteler* (When the autumn came, birds flew to warm countries).

The participles of all tenses present a difficulty in textbooks for students [12]. The matter is that in Tatar language, the participles of all tenses are used without the determined word, i.e. are substantivized and act in the forms of different cases,

get the affixes of possessiveness and number: *Tyryshkan tabar* (proverb). - *Tyryshkan* (*keshe*) *tabar* (The one, who searches, finds). *Tyryshkan* – is the participle of past tense, ended with *-gan*, is used without the determined word *keshe* (man); it is substantivized and acts in the form of main case.

In order to teach the students to express their thoughts correctly in oral and written form, it is necessary to provide them with knowledge from different aspects of linguistics, and an ability to use this knowledge in speech activity.

Conclusion

The analysis of Tatar language textbooks of the XX century in historical and methodological plan provided us with the conclusion, that a number of grammatical mistakes in oral and written speech of students is explained by the following circumstances: firstly, the textbooks do not have the developed system of complex study of phonetics, lexicology, grammar in their functioning in the research process of texts, dialogues, speech patterns, which form all types of speech activity; secondly, the cross-cultural texts are not selected thoroughly and attentively; thirdly, less attention is paid to transfer of possessive category of nouns, to the study of verb stem, verb voices and modal forms, adverbial participles, substantivized participle, declension of demonstrative pronouns (such as *ul* (he, she, it), *bu* (this, these)), the construction of synthetic sentence with affixes of adverbial participial forms. The students face difficulties in acquisition of imperative mood. Main attention in the textbooks shall be paid to the possibility of conscious use of linguistic material in speech activity.

Thus, the executed investigation proves that in the XX century, the Tatar language textbooks played a special role as to both methodology and linguistics, left rich heritage in the history of Tatar language and teaching methodology.

Corresponding Author:

Dr. Shakurova Muslima Magesumovna
Kazan Federal University
Kremlevskaya Street, 18, Kazan, 420111, Russia

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