

## SPECIFICS OF TEACHING GRAMMAR IN THE BILINGUAL EDUCATION CONDITIONS

Ildar Khamzovich Safin,  
Tatyana Aleksandrovna Gimranova (Bychkova), Yelena Ivanovna Kolosova  
Kazan Federal University, Kremliovskaya str, 18, 420008, Kazan, Russian Federation

### Abstract

This article is devoted to a problem of training in language important today in the conditions of a modern bilingualism (polylingualism). Work fits in in a row researches which consider teaching technique problems at manifestation of an oral and written interference of two and more languages of students. In the course of the analysis of the actual material authors of article apply first of all a method of the comparative analysis. An experimental part of work represents the analysis of different types of grammatical mistakes and defects which are made both in oral, and in a written language by students (pupils of RT schools, students of KFU). The collected actual material supplied with methodical recommendations can be useful first of all to the teachers working in the conditions of bilingualism. In work special attention is paid on existence in the speech of the studying grammatical mistakes connected with discrepancy of grammatical systems of languages, lack of grammatical categories and categories and so forth. Diagnostics of mistakes in the field of grammar of Russian showed that in some cases the problem is connected with a lack of speech practice when Russian only nominally is considered communication language against the background of the second (native) language, with imposing of two cultural and language pictures of the world owing to what interferential processes of pushing away from the native language elements take place. Methodical recommendations about elimination of this type of grammatical mistakes can be used by experts by preparation of courses in the Russian grammar and development of the speech of students.

**Key terms:** grammatical mistakes, bilingualism, Russian, Tatar, technique

### 1. INTRODUCTION

This article is devoted to a problem of bilingual (polilingval) education, urgent at the present stage of development of society. A bilingualism – a many-sided phenomenon in which sides all variety of cultural, historical, social, political and language aspects of the Russian modern society was reflected. The correct understanding of bilingual (polilingval) processes will help to understand process of our society, and also to plan new steps on forming of the relations in multinational society, in elaboration of new strategy of language policy. Active modern migratory processes because of labor market internationalization in general promote formation of multilingual (open) society.

The fact that teaching language has to be based with a support on knowledge of language and cultural pictures of the world of the people speaking this language does not raise doubts on it many researchers specify in the methodical recommendations [1, 2, 3, 4]. So, in one of works the fair remark that in modern teaching languages the idea of the interconnected training in language and culture is important is stated, in our opinion: "Modern Russian language teaching system considers

the symbolic semantic principle of learning language in relationship to culture. The search for effective ways of teaching languages has led to the development of linguistic and cultural approach to the linguistic education in the center of which is the idea of an interconnected learning of the language and culture" [5, page 126].

The phenomenon of a bilingualism is very widespread in modern Russia because in many regions, and in the Republic of Tatarstan in particular, children are raised in bilingual families. In this region the language situation is territorially differentiated. As a rule, residents of big cities use Russian as the means of communication, and use the native language at the household level, at the same time do not own bases of the literary language. In the rural zone the indigenous people often knows language of native ethnos whereas use of Russian can be uncertain or incomplete. According to the 8th article of the Constitution of the Republic of Tatarstan, the Russian and Tatar languages admit equal in all territory of RT.

In spite of the fact that the Russian and Tatar languages differ typologically, it is possible to note between them and common features which facilitate studying and development of Russian. It is known that in both languages the word consists of two significant morphemes: root and affix. Tatar, as well as all Turkic languages, belongs to agglutinative type of languages. In these languages the word - the shaping and word change are made by accession to a root of the corresponding affixes. All this creates certain difficulties in the course of teaching Russian by the pupil bilinguals.

## 2. DATA AND METHODS

Studying of the called problem is conducted on material of written works of school students and students with native Tatar. Compositions in which pupils have to show ability to allocate one of the problems lifted by the author of the source text, to comment on it, to formulate the author's position, to express own opinion on a problem, to reason own point of view and to draw conclusions are analyzed as test tasks (with the choice of the answer), and. In a research the method of the comparative analysis of unrelated languages is applied. The attention is focused on specifics of training in Russian of children-bilinguals in the Russian-speaking environment. Methodical recommendations about teaching Russian in bilingual audience for the purpose of elimination of the mistakes designated in article are made.

## 3. RESULTS

It is known that the bilingualism happens two types: natural when the child was born in a family of the parents speaking different languages, and artificial when from two languages which the person speaks, one - native, the second - acquired. In the Republic of Tatarstan we face both versions. The artificial bilingualism which we observe in the rural zone more often is more obstacle in a way of development of Russian. Communication language in national areas is Tatar, even at school studying talk only in the native language. Cases when the teacher of Russian is forced to explain rules on Tatar are frequent. It is a serious problem as the teachers having the vocational education allowing to teach Russian at national school are not enough (the this direction in higher education institutions of the republic existing earlier is absent now). On the teacher of Russian big loading lays down, he actually teaches Russian as foreign. There is a reasonable assumption of need to include in training the tatar-speaking school students in Russian RKI technique elements. At the same time it is necessary to realize importance of the comparative analysis of native and Russian languages which helps the teacher to establish the reasons of the mistakes which appeared owing to an interference of the native language and also it is correct to develop strategy for the solution of certain tasks which both non-russian, and Russian pupils should solve at acquaintance to specifics of Russian at the different language levels. Respect for speech and grammatical norms in an oral and written language - a stumbling block as for school students-inofons, graduating national schools for which Russian is not native, and for future students of higher education institutions. The similar problem is particularly acute in many regions - territorial subjects of the Russian

Federation where pupils appear in unequal conditions with the peers studying at schools with training Russian.

So, for example, in the comparative analysis of a grammatical system of Russian and that which is for the student to the family it is necessary to find out the following:

- what grammatical categories of Russian have direct compliances in the native language of pupils;
- what grammatical categories of Russian have no analogy in expression forms, though find similarity in value and the use;
- what grammatical categories of the native language do not have direct compliances in Russian.

If the comparative analysis is carried out systematically, it allows the teacher to create an optimum technique of teaching Russian in bilingual audience.

Let's consider some grammatical categories of the Russian and Tatar languages regarding their similarity or distinction. As for cases, in Russian their six, as well as in Tatar. However functions which these cases perform, absolutely different in the compared languages.

One of characteristic grammatical categories both in Russian, and in Tatar, distinguishing a verb from other parts of speech, is change from time to time. But if in Russian this category is inherent only in verbs of an indicative mood, then in Tatar temporary distinctions in the forms corresponding to them can be found also in a subjunctive mood. Owing to similarity or, at least, proximity of grammatical category of time in two languages assimilation of times of the Russian verb takes place in bilingual audience much easier and more successfully. At the same time a skillful presentation and fixing of a training material on a subject more time gives to the teacher the chance to allocate for development of practical skills of use of the passable material, the uses of the studied forms by pupils in the speech.

In educational practice cases when pupils of the Tatar nationality, speaking Russian, use instead of a future tense of a verb of a form of the present are frequent. Besides, in their speech almost completely there are no forms of the future simple tense. Undoubtedly, the first phenomenon is explained by influence of the native language. Present forms in value of a future tense are used in Tatar much more often than in value of the present. In turn, in value of the present the verbal adverb combinations designating the present of this moment are more common.

We believe that, besides grammar, it is necessary to pay as much as possible attention to assimilation and working off of spelling of difficult grammatical forms, such as personal endings of the present and the future simple tense as this subject is very difficult for pupils. It is necessary to give a large number of training exercises of the following character: observation over personal endings of verbs in the text, their allocation at writing off; writing of the various dictations setting knowledge in the field of personal endings of verbs; statement of the verbs given in the text in one person in other face and under. Such types of works, undoubtedly, will promote also development of the speech of pupils-bilingvals.

It is very important to fulfill skills of the correct use of tense forms of a verb. For this purpose it is possible to conduct various dictionary work: from analysis of verbs in the readable text before drawing up with these verbs of offers and even the whole stories - oral and written, etc.

As for a sort, this category is the reason of many mistakes in the speech of pupils-bilingvals. As it was already noted above, the category of a sort as special category in Turkic languages does not exist that creates considerable difficulties when studying Russian: it is not always easy for pupil to orient what grammatical form he has to use at coordination of words. The correct definition of the patrimonial characteristic of nouns for non-russian pupils is base for formation of skills and abilities to create statements, offers, texts in which all parts of speech are interconnected and will be coordinated among themselves (adjectives, pronouns, verbs in a past tense, etc.).

Problems of morphological level belong to the general and most widespread problems of speech development of pupils-bilingvals in the field of Russian grammar by experience of teaching in the Republic of Tatarstan such as insufficient assimilation of grammar of Russian as nonnative (not distinction of a sort, the napravilny choice of the temporary characteristic of a verb, etc.), and all this, in our opinion, occurs owing to gradual loss of not dominating language in the absence of practice. Certainly, results of the comparative analysis of Russian and native language of children-

bilingvials and the accounting of regularities of a language interference allow the teacher to reduce quantity of mistakes of students in an oral and written language.

#### 4. CONCLUSION

Thus, a bilingualism problem in modern Russia – the phenomenon very widespread. Bilinguals – people who are capable to carry out social function in two or more languages both in monolingual, and in bilingual communities according to the sociocultural requirements. The concept of a bilinguality is connected also with a concept of a biculturality. The whole group of the famous scientists as and – as a result – children-bilingvials in our region there is a lot of bilingual families at the same time was engaged in features of training in the second language or two languages, the question of a bilingualism is an active subject of discussion in Tatarstan, on this subject scientific research is conducted, articles are published, there was a certain direction in a technique which is closely connected with cultural linguistics and psycholinguistics [6,7,8,9,10].

It should be noted also the problems which are not connected closely only with a bilingualism. In modern society, in general, the problem of the standard of speech very much is particularly acute. A large number of grammatical mistakes in written and oral speech of pupils, inability to reveal others mistake in the speech is the evidence of insufficient attention to this problem from subject teachers. Not only superficial acquaintance with a concept of a norms at this or that language level (phonetic, lexical, morphological, etc.), but also regular practical tasks at lessons, the attention to the speech of pupils, in our opinion, will help to increase the general level of speech culture of future society.

#### ACKNOWLEDGMENTS

The research is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

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