

**DEVELOPMENT OF FOREIGN-LANGUAGE WORD-FORMING COMPETENCE OF TURKIC PHILOLOGY STUDENTS (USING THE EXAMPLE OF GERMAN LANGUAGE)**

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**Leysan Atlasovna  
Akhmetova,**  
Kazan Federal University,  
Elabuga Branch,  
leisan81@mail.ru

**Milyausha Ravilevna  
Shaimardanova,**  
Kazan Federal University,  
Elabuga Branch

**Ruzilya Irekovna  
Galimullina,**  
Kazan Federal University,  
Elabuga Branch

**Abstract.** The article presents the main results of the study conducted to characterize the main difficulties and propose the effective methods for the establishment and development of the foreign language vocabulary competence among Turkic students in the conditions of the national and Russian bilingualism of the Republic of Tatarstan.

The need to study the specific features of word-formative competence creation and development is conditioned by the needs of foreign language teaching methodology in the creation of a scientifically grounded concept of higher educational institution student teaching concerning the derivative vocabulary, as well as concerning the basic structural and semantic word-building models of a foreign language under study, leading to the awareness of word production semantic laws existing in its lexical system.

The article emphasizes that it is methodologically expedient to select words of the greatest communicative significance at the initial stage of a foreign language teaching, for example, the verbs from the lexical-semantic group of movement (a universal one for the represented languages of the category). The work demonstrates both universal and specific semantic zones, the explication of which is carried out in German, Russian and Tatar languages at various levels: lexical or word-forming one; They describe the distinctive characteristics of formants, their functional features, which cause difficulties among students-Turkologists and require additional attention in the practice of German language teaching; A number of possible exercises designed to systematize knowledge and formulate the word-formative competence of bilingual students is proposed.

**Key words:** word formative competence, word-formation models, communicative competence, prefixation, polylinguism, multicultural space

## 1. INTRODUCTION

The relevance of the peculiarity study concerning the creation and the development of the foreign-language word-forming competence is conditioned by the needs of foreign language teaching methodology in the creation of a scientifically based concept of student teaching at higher educational institutions, in particular bilingual students (Turkologists), derived vocabulary, and the basic structural and semantic word-building models of the foreign language under study, leading to the awareness of the existing semantic word formation peculiarities in its lexical system.

The processes of globalization and integration of Russia into the world of educational space led to the renewal of state higher professional education, which requires high responsibility for the quality of educational services (Lopatina, Fassakhova, Akhmetova, Gatin, Yarullina, Nikishina, & Khairullina, 2015), the provision of students with valuable knowledge that would allow them to keep pace with organizational innovations in their future professional activities.

The specificity of a foreign language teaching in Tatarstan is that the educational process takes place in the conditions of national and Russian bilingualism. In this regard, the process of a foreign language mastering is influenced by speech mechanisms in Tatar and Russian languages. The agglutinativity of Tatar language, which, as a rule, is cognized by the students of faculties or Tatar philology departments, can cause serious difficulties in the study of the inflectional system foreign languages. The verb prefixation in German is one of the most problematic topics for teaching, but at the same time the most important for the development of a foreign language communicative competence.

## 2. MATERIALS AND METHODS

The derived verb units of the German language, their derivational, semantic and functional features served as the material for the work.

It is methodologically expedient to select the words of the greatest communicative significance at the initial stage of a foreign language teaching. For example, the verbs of the lexical-semantic group of motion differ by a high degree of usage in modern German. "Derived motion verbs expressing the change in the location of an object in space over

time, formed by the prefixes of the directional semantics (in German and Russian) and the modifying verbs of direction (in Tatar language) represent a very extensive group in the vocabulary of German, Russian and Tatar languages, which is conditioned by the importance of this category for human existence" (Akhmetova, 2016).

According to L.V. Krasilnikova, the introduction of a less frequent verb is desirable in the event leading to the development of a systematic approach for the consolidation of students' derivational skills (Krasilnikova, 2012).

## 3. RESULTS AND DISCUSSION

There are 47 word-form types of prefix verbs in German, 24 in Russian, and only 13 in the Tatar language in the framework of the word-formation category "movement / movement in space". For example, in order to verbalize the "direction of action up" in the Tatar language, one word-formation type is used (further WFT) with the verb менү (сикереп менү), whereas German language gives 5 WFT with the prefixes auf- (without the selection of differential semes) (aufhüpfen), herauf- (movement upwards towards a speaker) (heraufkommen), hinauf- (upward movement) (hochfliegen), empor- (used to give emotionality to an utterance) (emporklimmen), there are 3 WFT in Russian with this value and with the prefixes вз- (взлететь), в- (вползть на что-либо), за- (запрыгнуть на что-л). In order to express the removal from a landmark German language presents 5 WFT with prefixes ab- (without the selection of differential semes) (abrollen), weg- (retire to a considerable distance) (wegtreten), hinweg- (movement aside from a speaker) (hinwegschreiten), ent- (retire secretly, stealthily, perform an intense action) (entfliehen), fort- (the prefix fixes an intermediate stage of a subject's displacement from a starting point to a final point) (fortgehen), davon- (incorporates the seme of landmark) (davonflattern), and analytical structures with the modifying verb китү (шуйп китү), Russian language has 3 WFT with the value of removal and with the prefixes от- (to leave for a small distance) (отскочить), у- (to retire to a considerable distance) (уплыть). That is, the German language is characterized by a precise description of a subject movement, taking into account both the directional and temporal, technical and other characteristics of an action. This indicates a more detailed reflection of this fragment of the surrounding reality in German linguistic culture

and, in its turn, leads to the increase of lexical material. On the contrary, there are often used stable derivative verbal units serving for the nomination of a particular denotative situation of directed movement and used regardless of the method and environment for the action implementation in Tatar language. For example, "moving past a spatial landmark" is expressed by the word-formation model үтәп/узып + китү, үтәп/узып + бару. Also, the mode of movement in Tatar language is specified by a three-component structure with an additional verb in the form of a gerundive or is set in an inferential way at the ratio of a subject and a course of action environment.

«... тере арай ... абына-сөртенә чабып улып китте» (Nazhmetdinova, 2017). - ... that man ran past us stumbling.

"Not all categories of the semantic space "movement" are represented in Tatar language within the word formation level. Thus, the meaning of the direction of movement "along", "past", "forward", "towards" can not be expressed by special word-formation types in the Tatar verb system, but realized at the lexical level through verbal nominations of the basic level or with implicit directive semantics in correlations with postpositions, adverbs, names in case forms, and also using free syntactic combinations" (Akhmetova, 2016). In German language, the above mentioned meanings are presented using the verbs of movement with the prefixes entlang- (entlanglaufen), vorbei- (vorbeikommen), vor- / voran- / vorwärts- (vorrennen, vorwärtsschreiten, vorangehen), entgegen- (entgegenstürzen) (*Deutsches Universalwörterbuch*, 2015). These formants are many-valued, stressed and detachable which is the most characteristic feature. This feature is not reflected either in Russian or in Tatar, so it causes additional difficulties for Russian students.

Dann ging er ohne zu grüßen weg und **stieg** die Leiter **hinunter** (Böll, 2007). – Then he went to the stairs and went downstairs without snapping a salute.

The possibility at the word-derivational level through the elements of complex prefixes hin- and her- to concretize the position of a speaker / an observer, by whom a described situation is assessed, is also not typical for the Tatar language and requires a fairly serious study during a class.

«Mathilde ...». Sie watschelte eilig heran "(Remarque, 1998a). "Matilda ... was hurrying like a duck to me.

"Er sprang in eine krachende, rote Dunkelheit hinein" (Remarque, 1998b). - He jumped into the rumbling red darkness.

It is significant that there is a number of homonymous prefixes in German language with both the same sound and a similar meaning at times, but they carry an additional specific semantic load. Thus, the separated prefix durch- in combination with the verbs of motion expresses an unidirectional movement of a subject through a spatial reference point, i.e. go through, through anything, whereas the inseparable prefix durch- also expresses the movement through something, but without a clear trajectory of motion, i.e. the stopping of a subject, the changing of a vector, the stopping and the resuming of an action are possible, for example, to go through an entire forest, to travel all over the country.

In our opinion the familiarity of students with the mutational function of German formants (prefixes, particles), weakly developed in Tatar and Russian languages, is important. The mutation of movement verb meaning is accompanied by the change in the categorical meaning of a prefix verbal unit. For example, aufbrummen - to drive on someone, to run aground, whereas brummen means to growl, to roar, to buzz; turnen - to do gymnastics, to somersault, to climb, to jump, the prefixed verb anturnen means to approach with a loosened gait (*Dictionaries and encyclopedias on Academician*).

As the main type of exercises for the development of the word-forming competence among students-Turkologists, one can recommend the interpretation of derivative word meaning based on a corresponding semantic rule and the context sufficient for the understanding of the analyzed word-building structure. This work should be started with lexical units, fixed in the dictionaries of modern German, and it is completed by the analysis of non-dictionary verbal derivatives.

In order to systematize and consolidate the knowledge of a foreign language derivational features, it is possible to use exercises for an independent singling out of mixed incomplete word-building nests, for example: fahren – anfahren – auffahren – ausfahren – befahren – dreinfahren – einfahren – emporfahren – festfahren – fortfahren – heimgfahren – herumfahren – losfahren – mitfahren

– nachfahren – totfahren – überfahren – verfahren – widerfahren.

Students can compose thematic dictionaries, categorize derivatives independently according to their derivational meanings, draw parallels between the studied language units in foreign and native languages.

Many exercises can be carried out in groups, when students compose highly developed word-forming nests independently, that is, with three or more derivatives in their native language and invite the members of the other team to translate them into German, prepare the tasks for the composing of situations, the analysis and an independent definition of complex words in foreign or native languages.

In the process of work, it is important to draw the attention of students to the syntagmatic connections of verb derivatives, to their interaction with prepositional-nominal and non-prepositional-nominal structures, as well as on their implementation in a sentence.

#### 4. CONCLUSIONS

During the study, both universal and specific semantic zones were discovered, which are explicated in German, Russian and Tatar at different levels: a lexical or a word-building one. Thus, the values of the direction of movement "along", "past", "on the surface of the landmark", "forward", "towards" can not be expressed in the Tatar verbal system (unlike the German language) by special word-building types, but are implemented at the lexical level by the means of verbal nominations of the basic level or with an implicit directive semantics in correlation with postpositions, adverbs, names in case forms, and also with the help of free syntactic combinations. The distinctive characteristics of formants (separability, synonymy, homonymy, mutational function, the manifestation of linguistic egocentrism on the word-forming level, etc.), their pragmatic features cause additional difficulties for bilingual students and require a special attention in the practice of teaching German in a Tatar-speaking audience.

#### 5. SUMMARY

The teaching of verbal prefixation is integrative in nature, taking into account the morphological, syntagmatic and stylistic characteristics of the

derived units. The knowledge of the basic models of verbal word formation allows to increase the vocabulary of students without additional expenditure of efforts and time, to interpret the meanings of a huge number of extrawords that represent an everyday reality of live communication correctly, and the productive knowledge of the prefixation mechanism will largely help to realize the inexhaustible possibilities of word-production, to develop the abilities of their communicative reasonable use, to find application in the development of German speech etiquette teaching issues.

The reliance on speech experience in Russian language, which has the same system (inflectional) as German language, allows students-Turkologists to carry out a positive transfer of knowledge, skills and habits already acquired to the field of German language teaching. Over time, students become aware of the internal laws of German language system development, and a "sense of language" is developed.

The methodologically substantiated correlation between the languages of instruction and study (native, Russian, foreign one) is the most important component of multicultural education. It creates the conditions for the harmonious self-determination of an individual in national-cultural, civil and civilized aspects.

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