

Forming of Morphological Competence of Students through Independent Activity at the Lessons of the Native Language¹

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Abstract

The study of morphology occupies a large place in the teaching of the native language. The first acquaintance with parts of speech takes place in primary school; then students learn how many of them in the language, into which groups they divide and, thus, get the concept of parts of speech as the system in the middle school. The conducted research shows that morphological knowledge and skills are the foundation on which the teaching of various types of speech activity in the native literary language is based. However, the morphological knowledge of the majority of students remain fragmentary, skills – unformed. Great difficulties are caused by tasks related with the differentiation of words into parts of speech, with the definition of the grammatical meaning of word forms. The relevance of our study is determined by the low level of formation of the most important morphological knowledge, skills, and by the necessity of finding effective methods of morphology teaching, which will contribute to the realization of the planned results in this section of linguistics. We think that the independent activity, which implies attention to the meaning and destination of morphological units and functional relationships with units of other language levels, which involves the realization of functional-semantic approach, is necessary for successful formation of morphological competence of students.

Keywords: Morphology; Native Language Teaching; Parts of Speech; Independent Activity; Language.

1. Introduction

In modern linguo-methodology, the concept "morphological competence" is defined as the ability to apply the knowledge and skills in morphology in a wide area and is the basis for the speech improvement of students (Husnutdinov et al., 2017; Bicer et al., 2018). The formation of this competence involves the conscious process

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of development of knowledge and skills in morphology by the help of special types of morphological exercises which aimed at understanding the morphological structure of the native language and involves the study of the basic concepts of grammar, the distribution of words in parts of speech, and within parts of speech – on semantic and grammatical categories, consideration of grammatical categories and the formation of definite parts of speech, as well as the main cases of the use of grammatical forms in the context (Khafizova et al., 2018; Bayat, et al., 2014).

The main objective of the formation of morphological skills and abilities is not only memorization, learning rules and definitions of parts of speech, but also the rational use of their knowledge in practice, which implies the need to organize the learning process so that students consciously assimilated knowledge, acquired skills in active learning activities, developing their cognitive abilities

Considering that one of the conditions for the development of cognitive activity in the methodology of teaching the native language is the independent activity of students, we think that for the formation of morphological competence, purposeful, internally motivated, active independent educational activity of students at all stages of studying this section of linguistics is needed, which requires, as noted by A.I. Zimnyaya, a high level of self-awareness, reflexivity, self-discipline.

Modern linguo-methodology has a rich theoretical and practical basis to study the issue of independent activities of students at the native language lessons. There are different approaches to the definition of this concept. By following M.A Danilov, as an independent activity, we understand such type of educational activity that is done by students “without direct contact with a teacher or managed by a teacher indirectly through special teaching materials” (Azimov & Shchukin, 2009), which requires them to make certain efforts, activity and creativity. The main objectives of independent activity in the formation of morphological competence at the lessons of the native language are:

- acquisition of new knowledge, namely the mastering the ability to independently acquire knowledge in the study of lexical, morphological and syntactic features of parts of speech of the native language;
- systematization and consolidation of the received theoretical knowledge and practical skills of students about the parts of the speech of the native language, their lexico-semantic groups and lexico-grammatical categories, syntactic functions;
- formation of skills to use certain grammatical phenomenon in speech, namely the formation of morphological skills and abilities of practical nature;
- the formation of morphological skills and abilities of a creative nature, the ability to “apply knowledge in a complicated situation”;
- development of cognitive abilities and activity of students, independent thinking.

Psychological and pedagogical basis of our research were the works of B.P. Yesipov, L.S. Vygotsky, I.A. Zimnyaya, I.T. Ogorodnikov, I.G., Pestalozzi, P.I. Pitkasilta, K.D. Ushinsky (Horlacher, 2011).

Linguo-methodology basis of the research were the works of such Methodists of teaching Russian language as G.I. Anisimov, K.Z. Zakiryanov, A.F. Solovyov, L.Z. Shakirova; of methodology of teaching Tatar language: F.S. Valeyeva, M.I. Makhmutov, C.M., Kharisova, G.I. Shaihutdinova.

Linguistic basis of the research was the theory of functional grammar, which involves attention to the meaning and purpose of grammatical units, their functional relations.

2. Methods

The main methods of research are the following: theoretical (the research and the analysis of pedagogical, psychological, linguistic-methodical literature on the problem); social-pedagogical (the systematic research and the analysis of existing programs, textbooks and methodic aids; modeling, study, generalization and systematization of advanced pedagogical practice; pedagogical experiment); experimental (the ascertaining experiment in order to identify the status of teaching parts of speech in the process of teaching the native language, the level of knowledge and skills, analysis of errors associated with the use and recognition of certain parts of speech in oral and written speech).

3. Results

The realization of the basic conditions for the formation of the morphological competence of students through independent activity at the lessons of the native language leads to the following results:

- creates the necessary linguo- methodical conditions for effective teaching of parts of speech of the native language;
- contributes to apply in practice the achievements of morphology, psychology and didactics, to create the most comfortable conditions for the assimilation of theoretical information about parts of speech;
- gives students the system representation of certain parts of speech functioning and its communicative significance;
- creates an opportunity for the development of logical thinking of students.

Scientific and practical conclusions of this research can be taken into account in creating textbooks and methodical manuals for the study of the grammar of the native language.

4. Discussion

Exercises are “structural unit of methodical organization of the material, providing substantive steps with this material and the formation on the basis of their mental activities” (Azimov & Shchukin, 2009). There are different classifications of exercises in the organization of independent activity in the linguo-methodical literature: reproductive and exploratory (Zharova, 1993); reproductive and creative, reproductive, partial exploratory and creative. Such variety according to the typology of exercises explains different understanding the essence of independent activity, but also exercises as a methodical basis of language teaching. In the formation of morphological competence of students through independent activity, we suggest using three types of morphological exercises:

- information and grammatical;
- training;
- control.

These exercises are proposed taking into account such principles as the principles of accessibility, consistency, connection between theory and practice; the principle of differentiation of linguistic phenomenon and meanings, the contextual principle (analysis of language units in their syntactic relations in the text, taking into account stylistic possibilities and text-forming function), as well as functional and semantic direction in the teaching of morphology. These exercises are aimed at

- studying the lexical-semantic groups of parts of speech;
- the formation of skills and abilities of differentiation of independent parts of speech, taking into account their grammatical meanings;
- mastering the lexical and grammatical categories of parts of speech;
- mastering the paradigmatic and syntagmatic meanings of language units;
- teaching semantic analysis from grammatical meaning to the means of its expression.

Information and grammatical exercises are used in the initial stage of learning morphological concepts, in the course of actualization the previously studied material about certain parts of speech and they are aimed at various operations with morphological units of the language:

- selection of essential features of concepts, categories. For example: *read the sentences and indicate what part of the speech the highlighted words are; or write down from the text words to the following lexical-semantic meanings: 1) words denoting the subject; 2) words denoting a sign of the subject; 3) words denoting a sign of action.*
- recognition of the linguistic phenomenon in the sentences and text. For example: *read the sentences, find the adverbs and write them down with the word to which they belong; or write down the adjectives from the text with the defined words; or write down the*

participles together with the defined nouns and in brackets specify the verbs from which the participles are formed;

- comparison and distinction of similar linguistic phenomenon. For example: *distribute the nouns in the following lexical-semantic categories: 1) proper, 2) abstract 3) common 4) concrete;*
- linguistic analysis, which involve partial morphological analysis of independent parts of speech.

These exercises form elementary morphological skills and abilities to operate with grammatical concepts of the native language and provide the simplest skills of independent activity.

Training exercises are aimed at fixing, systematization, training, automation of grammatical material; understanding the lexical, morphological, syntactic relationships, interactions of parts of speech, and memorizing them as structural components of oral speech; detecting gaps in the knowledge of students about the features of parts of speech. Considering that the main indicator of the formation of morphological skills and abilities of students is the conscious perception of the theory of language, understanding the essence of morphological units, the ability to distinguish their individual sides, signs and concretization of certain grammatical phenomenon in the minds of students, we offer the following training exercises: *write down the adverbs-antonyms of the following proverbs; or read the sentences and write down in the 1st column of the words that indicate the sign of the subject, in the 2nd column – words that indicate the sign of action; or write down in two columns: the first – adjectives, the second – communion and others.*

In the teaching of independent parts of speech, an important role is played their contextual substantivization. “Substantivization is the morphological and syntactic method of word formation, which has a compressive character, reflecting the process of functional transition of words of different parts of speech and combinations into nouns” (Yang, 2016). Contextually substantivization of adjectives, some adverbs, numerals, some pronouns, and participles is very common in Tatar language. In this regard, it is advisable to offer an independent activity, including training exercises for reasoning and generalization of this grammatical phenomenon. For example: *from these sentences write down the substantive adverbs and adjectives, explain their features.*

Training exercises for the construction of language phenomenon, which represent a new or increased level of difficulty, are of great importance in the formation of morphological skills. For example: *make phrases on the specified models: adverb + verb =*
adverb + adjective =
adverb + adverb =
adverb + noun =

or *write down from the text 4-5 phrases adverbial + verb*, which are used to stimulate positive motives, the need for "expand their knowledge, learn new things, master any skill»

Performing such exercises requires from students not only language, but also speech readiness. At the same time, knowledge of lexico-grammatical characteristics of parts of speech is brought to the fore, since there is a "danger" of replacing them with others. For example, in practice, often there is the replacement of adverbs with nouns in the forms of local-time cases, having a common semantics with adverbs.

Control exercises are used to control in order to identify the quality of learning (Shakirova et al., 2017) by students of the studied part of speech and its individual questions, to determine the level of morphological knowledge, skills and abilities of students. For example: *What part of speech do the highlighted words relate to? Explain your answer. According to which rule do you attribute the words to a particular part of speech?* or *Read and find adverbs in sentences. Combine the adverbs of the first three sentences on several common grounds at the same time. Identify the grammatical signs of adverbs* etc. Such exercises are used for generalizing and testing independent work and allow you to identify the degree of formation of morphological competence. For example: *if you were offered to divide the words from the text into two groups, what principle of division would you base it on? (names - not names, changeable - unchangeable).*

In performing control exercises, a special place is occupied by morphological analysis of parts of speech.

Considering that the ability to do morphological analysis is one of the main practical purposes of studying morphology, it is necessary to observe the order of analysis of a part of speech and consider the following provisions:

1. in modern linguistics, parts of speech have functional-semantic, morphological and syntactic features (Sibgaeva et al., 2018; Orlov, 2004). The cognitive approach is emphasized in the process of analyzing the words of different parts of speech;
2. lexical-semantic, morphological and syntactic principles of word classification into parts of speech define the basis, the internal logic of morphological analysis, and also help to find out why a particular word belongs to this part of speech.

In the process of morphological analysis, students have to not only recognize the known features of parts of speech, but also to identify their own characteristics, to prove that this part of speech has certain properties. Morphological analysis is based on a certain system of actions with morphological units.

Also, in the formation of morphological competence, an important role is played by control exercises of a creative nature, which are designed for exploratory activity, an extraordinary approach and the creative application of knowledge and creative thinking. Exercises of this type help learners to apply their morphological knowledge and vocabulary in their speech practice. These include the selection of

their own examples of a certain linguistic phenomenon, the construction of sentences and texts with a grammatical task, the correction of linguistic errors, the symbolic representation of linguistic phenomenon, the writing of creative works, creative dictations, the writing of grammatical tales, the compilation of clusters, synquains, and others. In carrying out which, students use the knowledge and skills obtained in various combinations, learn to independently find original solutions to the tasks. Performing such exercises requires them not only theoretical, but also speech, practical preparation and contribute to the development of skills and abilities to apply this knowledge in similar and new communicative situations.

It is known that the main purpose of independent activities in the classroom is to teach thinking, analyze, synthesize, abstract and assimilate educational material. According to Makhmutov (1965), a sign of independent activity, is the presence of such mental operations in it, “which leads the student to the correct solution of the task before him”. Based on this, the information and grammatical, training, and control exercises proposed by us are aimed at teaching students to analyze, abstract, generalize, and compare the morphological units of the native language (Makhmutov, 1965).

5. Conclusions

An interested, active independent activity of students at all the stages of the lesson is necessary for the successful formation of morphological competence in the process of learning of the morphology. The purpose of this type of educational activity are the acquisition of new knowledge and skills; the formation and development of morphological skills of students; the systematization and consolidation of theoretical knowledge obtained about the parts of the speech of the native language and practical skills of their use in monologue and dialogical speech; development of cognitive abilities and activity of students, creative initiative, independence. The morphological exercises for independent activities proposed in the study are intended to draw the attention of learners to the use of linguistic units in the sense in which it is presented in the context of the work, to the lexical and morphological expressiveness of words, their figurative meanings, to the relationship of lexical and grammatical meanings of words of certain parts of speech.

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