Abstract

The importance of the organization of Tatar language teaching in secondary schools in the Republic of Tatarstan still remains one of the most actual issues in the process of students’ training to use this language as the basis for the formation of speech communicative competence in life and future careers. That is why, the aim of this article is to justify from the scientific point of view how to select, present and consolidate vocabulary of the Tatar literary language, which allows increasing and keeping active the vocabulary of elementary school pupils. Lexical minimum is composed of active (for use in speech), passive (for understanding the meaning of words) and potential (for understanding the meaning of a word based on language guess) vocabularies. Taking this point into consideration the author limits the aim of research and in this article the author presents scientific justification how to select lexical material of the Tatar language in Russian-speaking elementary school classes. It shows the main approaches to the modeling of a lesson as the main form of organization of educational process. The material of the article may be useful to teachers of educational institutions of secondary education, young scientists, graduate students, and university specialists in methods of teaching, students of advanced courses for training and retraining of teachers. It is recommended for undergraduates and students engaged in research work.

Keywords: communicative competence, educational technology, information and communication technologies, the lexical context, language competence

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1. Introduction

1.1 Actuality of the problem

By the linguistic nature, a word is a complex, multidimensional, diverse unit of language. Being the main means of lexical system, the word by itself, and in combination with other words transfer the labor skills, concepts and cultural historical values which have been saved up from generation to generation. The problem of development of the Tatar oral and written language brings dictionary work to a focus, in view of extremely important role which is played by lexis in the course of communication (Shakirova, 1999). Mastery of vocabulary is one of the most difficult aspects of language learning. A word-stock of the majority of Russian-speaking students on Tatar language in elementary school does not exceed 60-70 words, and in most cases it is much less. The main construction material of language – its vocabulary – is acquired in so limited volume that practical language acquisition becomes impossible (Sadykova, 2006; Ribakova, Parfilova, Karimova & Karimova, 2015; Novik & Podgorecki, 2015).

Vocabulary learning consists not only in expansion of a lexicon, but also in assimilation of the subtleties connected with the use of words. Therefore, the simple translation of words from Tatar into Russian, or vice versa, does not always give the correct understanding of a word meaning, as the concepts expressed by the related words of the two languages do not always fully coincide. As a result of such interaction, Russian-speaking students of elementary school are faced with a number of difficulties, generated by interference (Zakiryanov, 1991; Yusupova, Podgorecki & Markova, 2015). Researches give the grounds to draw a conclusion that lexical-semantic relations are not paid proper attention in practice of vocabulary work in elementary school, albeit the lexical foundation of textbooks and thematic and situational presentation of a lexical minimum allows to take a step in this direction, at the relevant organization of a training material, as without preservation and the competent use of words it is impossible to lay the foundation of communicative competence (Kharisov, 2000; Zakirova, Gaysina & Zhumabaeva, 2015; Zakirova, Gaysina & Zhumabaeva, 2015).

1.2 Explore importance of the Problem

Interest of other nations to study the Tatar language is increasing at the beginning of the second millennium. Great contribution to the teaching of the Tatar language as a second made (Asadullin, 1995; Akhmedov, 1996; Gaza, 1999; Safiullina, 1991; Haris, 1999; Kharisova, 1999; Yusupov, 1981; Shakurov, 1999; Khaidarova, 2002; Gabdulhakov, 1998; Litvinov, 1994). In the works of the above authors of particular interest to us are information about the lexical system of the Tatar language; ways of semantization some words that help to reveal the specifics of the Tatar words. In the field of comparative analysis of the Tatar and Russian languages deserve special attention Gazizova works (1996), Zamaletdinova (1999), Shakirova (1999). Questions Semantic Collocations in identifying the lexical-semantic interference in the Tatar language covered in the papers (Khabibullina, 1997; Zakiryanova, 1991; Sadykova, 2006). However, there are not enough works where problems of theoretically grounded system of increasing active vocabulary of Russian-speaking pupils of elementary school were solved.

1.3 The hypothesis of the study

The practical importance of knowledge of the lexical composition of the Tatar language by Russian-speaking audience will increase if we perform a qualitative analysis of the programmatic content of school textbooks from the standpoint of determining the place of lexical minimum, consisting of active vocabulary words; to analyze the elements of lexical systems of the Tatar and Russian languages, which are complicate mastering the vocabulary of the Tatar language, to identify the main reasons of
semantic interference of the Russian language; to organize systematic work on commissioning and retention of vocabulary on the model of Tatar language lessons in Russian-speaking elementary school classroom developed by the author.

2. Materials and Methods

2.1 Objectives of the study.

The following objectives have been discussed: 1) to investigate the linguistic basis of vocabulary learning Tatar literary language in Russian-speaking elementary school; 2) to analyze the programs and textbooks in Tatar language for Russian-speaking elementary school students from the point of their active vocabulary; 3) to describe the qualitative aspect of the active vocabulary from the point of linguistics; 4) to identify and describe the main causes of semantic interference of Russian language, as well as to analyze the elements of the lexical systems of Tatar and Russian languages, making it easy or complicating the mastering of the vocabulary of Tatar literary language; 5) to develop the lessons’ model managing the consistency of vocabulary learning process, its consolidation and active usage, as well as maintaining it throughout the course; 6) to conduct an experimental verification of the lessons’ model in Tatar language at Kazan schools.

2.2 Theoretical and empirical methods

To test the hypothesis one has used a complex variety of complementing methods:

- Theoretical methods: study and analysis of linguistic, psychological, pedagogical and methodological literature; analysis of programs and textbooks in Tatar language for Russian-speaking elementary school students;

- Empirical methods: pedagogical control, comparative method for teaching and educational activity of teachers in Kazan, interviewing, testing of school students, the study of their control, creative works; the reflection of Tatar language and literature teachers’ personal experience at school №11 of the Soviet district in Kazan (5 years), a teacher of Tatar language in pedagogical high school (3 years);

- Comparative and comparable, comparative-typological methods: a comparative analysis of words of Tatar and Russian languages in order to bring out interferential errors in students’ speech;

- Experimental methods: diagnosing, ascertaining and forming pedagogical experiment, survey, testing, interviews, discussions, the study of learning activities, as well as the methods of mathematical statistics.

2.3 The Base of research

Experimental base of research were Kazan public schools. The experiment was conducted among the elementary school pupils №11, lyceum №171 of the Soviet district in Kazan. The research was conducted in 2013 – 2015.

2.4 Proceedings and description of the experiment

The authoring model of the lessons for Russian-speaking elementary school students was suggested in experimental time.
Three groups of Russian-speaking students were chosen for the experiment. The first group was taught traditionally, the second and the third groups were taught according to the suggested lessons’ model and instructions.

The learning process, the growth of students’ active vocabulary has been observing for three years. During the testing vocabulary proficiency of students was controlled. The test was conducted orally. The students were interviewed in chain until all the questions on vocabulary were finished.

3. Results

Features of active vocabulary word semantics and their hierarchy of learning.

Student's vocabulary at the initial stage is a fragment of lexical system of Tatar literary language. It is very important at the initial stage to determine the minimum language the student must acquire to use the language as means of communication. Training model provides a differentiated approach to vocabulary work and lexical material, thus distinguishing two main levels depending on the character of acquisition: active and passive vocabulary. While acquiring Tatar literary language active and passive vocabulary is formed. The active vocabulary includes words most commonly used in language, which are considered to be freely used by students in spoken language. The passive vocabulary includes the words which belong to books and writing style. So how many words in Tatar language can a student learn in elementary school during a school year? There is a table based on Tatar language curriculum for Russian schools.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>293</td>
</tr>
<tr>
<td>2nd</td>
<td>284</td>
</tr>
<tr>
<td>3rd</td>
<td>277</td>
</tr>
<tr>
<td>4th</td>
<td>201</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1005</strong></td>
</tr>
</tbody>
</table>

It's clear from the table that elementary school student must learn from 200 to 300 lexical units of active vocabulary per year. The total volume of student’s vocabulary by the end of the elementary school reaches 1000 words and more. Let's have a closer look at the quality of lexical minimum selection. Selected lexical minimum in Tatar language for elementary schools must reliably provide the development of speech skills demanded by the curriculum and must be feasible for students of that level. We attempted to analyze Tatar language curriculum for elementary schools in order to find out the qualitative composition of lexical minimum from the points of semantic value and situationally themed interrelationship. Further we provide our research data on each stage separately.

Vocabulary of the first grade

1. Nouns (169):-names of animals (песи- cat, эт- dog);
2. Numbers from 1-10;
3. Verbs, expressing the action of educational, mental, physical labor (яза- writes, укый- reads);
4. Adjectives, (зур-large, кечкенә - small.);
5. Adverbs of time and adverbs denoting the quality of the action (бүген – today, кичә –yesterday, яхшы – well etc.);
6. Personal pronouns (мин-ı, син - you, ул- he, she, без- we, сез- you, алар-they);
7. Demonstrative pronouns (бу-it, болар - these);
8. The interrogative pronouns (кем- who, нәрсә -that etc.);

Second, third grades

1. Nouns:
   - Names of the major cities, rivers of the Republic of Tatarstan (Казан - Kazan, Ёлмәт -Almetyevsk, Идел –Volga, Нәкрәт - Vyatka);
   - Names of trees, plants and flowers (алмагач-apple, шомырт-wild cherry)
2. Vocabulary expressing moral and intellectual qualities of people (тәртипле -mannered).
3. Qualitative adjectives (көчле - strong, кызыклы- interesting).
4. Numbers from 1-100.
5. Verbs that express actions in the present and past tense, the imperative mood (in simple narrative and interrogative sentences).
6. Possessive pronouns (минем- my, мы, тү, синен - yours, yours, yours, yours).
7. Postpositions (өчен - for the sake of, турында-on, about).
8. Modal words (мөмкин – can, кирәк -necessary).

Grade 3

1. Nouns
   - The names of state symbols (Дәүләт гербы - State Emblem);
   - The names of the games, holidays (көрәш -wrestling);
   - The name of national jewelry (алка - earrings);

2. Vocabulary descriptive plan that reflects the character, personality traits, relationships between people (man and nature), and the appearance of the characters.

In language there are rules for combining words in a sentence, which need to know to study Tatar. Without taking into account this fact, it is impossible to learn the language as a means of communication. The analysis program from the viewpoint of word showed that the active vocabulary least elementary school consists mainly simple words or direct specific value (about 370 lexical units), the use of which does not cause any difficulties, they have a high specific combining ability and constitute 40% of the lexical minimum. Word abstract value is 10% of the active vocabulary of students (about 77 lexical units). Make up a small part of proper names (3%) and compound nouns.

1. Proper noun - ялғызылык исемнәр.
   Grade 1: Казан - Kazan.
   Grade 2: Төркия -Turkey.
   Grade 3: Чистай - Tchistopol.
   Grade 4: Сөембикә манарасы - Suyumbike tower.
2. Compound words.
   a): Кешәм сүзләр
   Grade 3: хүжәбиә - hostess.
   Grade 4:
   b) Парлы сүзләр - paired words:
   Grade 2 - исән-сәу - alive and well.
   Grade 3: тирә-якта - around.
   Grade 4:
c) Тезмә сүзләр - compound words:
Grade 1: дәү әни - grandmother.
Grade 2: кура җиләге - raspberries.
Grade 3: роза чәчәге - Rose.
Grade 4: бизану әйберләре - decorations.

In the lexical-semantic system of the Tatar language play an important role words with opposite meanings. In linguistic science use the term "antonym" to refer such words. Qualitative and quantitative composition of lexical minimum in the Tatar language for Russian-speaking elementary school pupils is made in view of the selection criteria’s mentioned above. Thus, at the approach to the study of vocabulary of Tatar literary language from the perspective of teaching three problems will be solved. At first, the selection of vocabulary - when and what words to learn. Secondly, it is information about each word – what we need to know in order to use properly (active stock). Thirdly, the organization of lexical information in the description at the lesson or in the dictionary.

3.1 Semantic relationships between words of two different languages

Semantic similarity is one of the reasons of the difficulty of choosing words that occur in the active speech activity in the Tatar language. Methodists note that there are arise four types of relationships between the called by them concepts: a) submission, b) a complete coincidence, c) overlap (intersection), d) exception.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>break - ватарга</td>
<td>chair-үрындык</td>
</tr>
<tr>
<td>III</td>
<td>IV</td>
</tr>
<tr>
<td>put - куярга</td>
<td>сow-өстәл</td>
</tr>
</tbody>
</table>

At the initial stage of training the interference occurs in one direction, as a pupil, owning the native language, doesn’t yet well know the Tatar language. Elementary school pupils can overcome errors (semantic) in the speech only by systematic language work, through active communication, which will help improve the effectiveness of mastering word. In order to avoid the interferential errors we should consider the semantic relationships of two studied languages which usually coincide on the commonsensical level, but on a particular lexical level have quite significant differences. In each language they have the special laws of usage and they are peculiar to each case. That's why it is necessary to teach students the semantic combinability of the words, the similarities and differences in semantic links of correlated words in the Tatar and Russian languages.

The experimental content of learning is the deliberate activation and optimization of students’ active vocabulary. The experimental work was carried out in several stages:

1. The experimental observation (the first half of the first year.)
2. The introductory test (the end of the first half)
3. The experimental learning (the second, the third, the fourth years of education)
4. Periodic ascertaining tests
5. Post experimental ascertaining test (at the end of the senior year)

The results of the study in the first two stages of the experiment, which were carried out in the control and experimental groups, were the establishment of the size of the active vocabulary, and the level of lexical skills development of elementary school students. During the experimental work some special tasks for the students of elementary school were developed which have their own target setting and content.

The first part of the tests was to set the students’ size of the active vocabulary, formed during the first half of the first stage of training. It included come lexical units, studied for the period (the
translation from Russian into Tatar and the verbs were asked in two forms: the imperative form singular.(Play, he plays, he doesn’t play).

The main purpose of the second part of the test tasks is to set the level of students’ skills formation in word searching and the students’ skill in the usage of lexical units in the system links with other words. This part of the test task included the following tasks:

a) Translation from Russian into Tatar (collocation and sentences).

b) Answers to three types of questions (common, special and alternative).

c) Ability to ask all the studied types of questions.

The tasks were proposed to elementary students’ in the Soviet district of Kazan (Gymnasium №11, Lyceum № 171).

The analysis of data obtained allowed to establish that the level of students’ lexical skills formation is lower the acquirements applied to this stage of training.

Let’s present the results of observations in the scheme proposed.

**Table 2. Results of (dynamic) assimilation of students’ active vocabulary**

<table>
<thead>
<tr>
<th>№</th>
<th>Students’ names</th>
<th>2012-2013 academic year</th>
<th>2013-2014 academic year</th>
<th>2014-2015 academic year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Points</td>
<td>%</td>
<td>Points</td>
<td>%</td>
</tr>
<tr>
<td>1.</td>
<td>Yevlentyeva A.</td>
<td>6,5</td>
<td>92</td>
<td>6</td>
</tr>
<tr>
<td>2.</td>
<td>Kolotkova E.</td>
<td>5,5</td>
<td>78</td>
<td>ab</td>
</tr>
<tr>
<td>3.</td>
<td>Markicheva N.</td>
<td>6</td>
<td>92</td>
<td>6</td>
</tr>
<tr>
<td>4.</td>
<td>Sarsadskikh N.</td>
<td>5</td>
<td>71</td>
<td>4,5</td>
</tr>
<tr>
<td>5.</td>
<td>Famagina A.</td>
<td>5</td>
<td>71</td>
<td>5,5</td>
</tr>
<tr>
<td>6.</td>
<td>Fomicheva I</td>
<td>2,5</td>
<td>35</td>
<td>3,5</td>
</tr>
<tr>
<td>7.</td>
<td>Fomushkin R.</td>
<td>2,5</td>
<td>85</td>
<td>ab</td>
</tr>
<tr>
<td>8.</td>
<td>Nikitin N.</td>
<td>7</td>
<td>100</td>
<td>6</td>
</tr>
<tr>
<td>9.</td>
<td>Sokolov Y.</td>
<td>7</td>
<td>100</td>
<td>6,5</td>
</tr>
<tr>
<td>10.</td>
<td>Ryabinova Y.</td>
<td>ab</td>
<td>ab</td>
<td>6</td>
</tr>
<tr>
<td>11.</td>
<td>Chechikina O.</td>
<td>6,5</td>
<td>92</td>
<td>6</td>
</tr>
<tr>
<td>12.</td>
<td>Golubyev O.</td>
<td>4</td>
<td>57</td>
<td>4</td>
</tr>
<tr>
<td>13.</td>
<td>Shashurin T.</td>
<td>6</td>
<td>85</td>
<td>6</td>
</tr>
</tbody>
</table>

Note: The letters "ab" means the absence of the student during the control test.

From the table №1 it is clear that the words of active vocabulary assimilated by students on average by 65-80%.

Purpose of experiential learning was checking the effectiveness of the developed model in the study of dictionary work on the Tatar language in Russian-speaking elementary school classrooms.

The students’ answers were assessed as follows:

"+" - true (1 point)

"~" - Is inaccurate or delayed (0.5 points)

"-" - Is incorrect or there is no answer

To determine the percentage of learning material by each pupil vocabulary, the number of points obtained by multiplying the result by 100 and divided by the number of asked questions. For example; from ten words pupil knows six, four – is not enough. Total: 6 + 2 = 8 points. Percentage of
The principal feature of the proposed model of the following lesson is:

1. The material on the initial stage of educating is built with the subsequent transition to specific topics.

   For example, first stage:
   Lesson number 1: китап - the book, алма - apple;
   Lesson number 2: тәрәзә - window, абый - grandmother;
   Lesson number 3: ишек - door, эт – dog, бабай - the grandfather, бала - a child, песи - cat;

II этап:
   урок № 9: беле - knowledge, хәреф - letter, өйрән - Learn! Ул өйрәнә- He learns;
   урок №21: күңелсез -sad, дару - medicine, авырта – hurts, авыру, үл авырый, - болеет;

2. It is strictly dosage of lexical material. Each lesson introduces no more than seven new words (on average 4-5). Entered the vocabulary designated certain sign and bred in the dictionary at the end of each lesson dictionary.

3. Introduction in each lesson words are translated into Russian only in the sense in which they are used in this and subsequent lessons. Other values are not submitted in each lesson dictionary at the end of the tutorial. As for verbs, they are introduced, starting with a lesson in two forms: the imperative form of the 2nd person singular (since this form of the verb in the Tatar language is the root or stem of the verb) and in the form of the third person singular present time: эч-, үл эчә- Drink! He drinks; яз - Write! He writes.

   Such system of input and testing of verbs is very important as it creates the connection with the root conjugated base, which is essential in the formation of negative forms, as well as past and future verb tenses. Next is the use of both types of verbs interspersed without confusing "-а / -ә" with "-и/-ый".

   For each word found the best way of presentation, i.e input explanation. Highlighted the long and short words; words, quantifiable and non-visual representation; words that are etymologically related and unrelated to the already studied lexical units; words of similar sound and meaning. In this elaborate system of work on every word lexical minimum in view of their difficulties. For example, the first lesson will introduce the words that do not cause any difficulties in pronunciation n containing one specific sound. For example,

   Lesson № 1- [а °]: алма - apple,
   Lesson № 2- [ә]: тәрәзә – window
   Lessons № 6-7 - [к]: бармәк - finger.

In subsequent sessions, as the study of the specific sounds of the Tatar language, it was conducted a work with the words belong to the same thematic group and containing various sounds. In addition, observed a sequence of certain input of lexical units, depending on the particular word. One of the key milestones with lexical units is the explanation of their content. It is necessary to adhere to the main methodological principles - adequacy. Adequate "is semantization, which corresponds to the designated methodological status of the word." Our research led to the conclusion that the Tatar language accumulated some experience in the organization of dictionary work as a result of using teaching methods.

Our proposed model of input, consolidation and repetition of lexical units (taking into account their specific characteristics) improves staging vocabulary learning Tatar literary language of Russian-
speaking elementary school students. Lexical skills developed during the experimental work, give pupils the opportunity to build correct and beautiful sentences during speech activity.

3. Conclusion

Based on institutional knowledge, an attempt has been made in this paper to investigate linguistic basic concepts and the whole way of assimilation of the Tatar vocabulary by Russian-speaking elementary schoolchildren, as the coverage of many issues related to standard Tatar vocabulary study by Russian-speaking students in the Tatar methodological literature is of segmental character. A new system of introduction and mastering active vocabulary in the practice of the Tatar language teaching is represented. On the first stage of education the above system is not based on thematic principle, upon which all existing Tatar language textbooks for elementary schools are based, but rather upon grammar principle with further transition to the thematic one. An attempt has been made to combine the communicative approach in mastering standard Tatar vocabulary and interface between words of the Tatar and Russian languages with the traditional system associated with systematization and handling of lexical material. Theoretical significance of the study resides in:

- The clarification of such notions as “active”, “passive”, “potential”, “semantic transfer”;
- The selection of criteria for the choice of active vocabulary in elementary schools;
- Expanding notions of systemic relationships between words;
- The development of a system of input words of active vocabulary with the difficulties encountered in mastering them.

4. Recommendations

The realization of the above statements, the model learned in the training course “The Tatar language for Russian-speaking elementary school students”, from our point of view, will significantly increase the amount of learning standard Tatar language vocabulary, which will have a positive impact on the level of knowledge of the Tatar language in general.

Results of the study should be used:

- In the training of bilingual teachers to work in groups with the Russian language;
- In the creation of programs, books on the Tatar language for elementary school;
- In the practice of the Tatar language training of Russian-speaking students in elementary school.

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