OLYMPIAD IN RUSSIAN LANGUAGE AS A FORM OF BILINGUAL STUDENT LINGUISTIC DEVELOPMENT

Dinara I. Rakhimova*, Zulfiya F. Yusupova, Tatyana A. Korneyeva

Kazan Federal University, 420008, Kazan, Kremlevskaya Street, 18, Tatarstan (RUSSIA)

*Corresponding author: dinara_dela@mail.ru

DOI: 10.7813/jll.2016/7-3/24

Received: 14 Jul, 2016
Accepted: 24 Aug, 2016

ABSTRACT

An extensive experience of the Kazan Federal University scholars for the performance of linguistic competitions at various levels, including international ones, allows to generalize and to formulate the guidelines for the preparation of bilingual students to the competitions of this type. In this article the authors consider Russian language Olympiad as one of the most effective forms to enhance the language development of bilingual students who know the native language, on the one hand (e.g., Tatar, Chuvash, Bashkir, Mordovian, Udmurt one, etc.), on the other hand, they know Russian language as they learn it at school. The urgency of the problem is in the fact that teachers often have difficulties in the preparation of students for the Olympics and in the increase of their interest to an intellectual competition, to the linguistic outlook increase, to the in-depth study of Russian language. The purpose of the article is to analyze the Olympiad tasks and participants' responses, to develop the guidelines for teachers, to prepare bilingual students for the Olympics. The main research methods were analysis, observation, description, generalization and classification. During the preparation for the Olympic Games it is recommended to focus on student interests, to take into account the difficulties of Russian language facts mastering for bilingual students, communication skills, corrections, the psycho-emotional attitude of students, etc. We believe that this study contributes to the field of language education, to the language training of students, to the work with gifted children. It may be interesting for the teachers who teach bilingual students.

Key words: Russian language, Olympiad, bilingual students, language education, language training, training, Olympiad task, written tasks, oral tasks, methodical recommendations

1. INTRODUCTION

The Olympiad movement in the global education system has its long traditions. As you know, the Olympic Games are held for students in different subjects (foreign languages, biology, chemistry, mathematics, computer science, etc.). International and national (regional) Olympiad organizations operate. The organizers offer various forms of competition: the correspondence and full-time, remote, online, written and oral ones. In order to prepare for the Olympic Games the online courses, workshops, private lessons, etc. are offered. Language Olympias, in particular, Russian language Olympiad is one of the most effective forms of competitions, where bilingual students may demonstrate their linguistic and communication skills, the enthusiasm for the study of language phenomena. The urgency of the problem lies in the insufficient degree of preparation method elaboration for the Olympics of bilingual students, error analysis, the difficulties in the implementation of various tasks, conditioned by student native language influence. The Olympiad in Russian language should reveal the linguistic talent of bilingual students, the Olympiad tasks should be aimed on the manifestation of the participant research qualities. The analysis of scientific-methodological and pedagogical literature showed that the authors discuss various issues related to the peculiarities of the Olympiads for the subjects in different regions and countries (see.: [Olympics 2013; Mehmet A. 2014], etc.), indicate the difficulties which participants face during the performance of tasks, the problems of participant response estimation, the development of tasks [Bolshakova, 2015], etc. Concerning the bilingual students Russian language Olympiad are held in Russia and in other countries. Some features of education and the training of bilingual students are shown in the following works [Shakirova, 1999; Judith F.Kroll, 2008; Zeitlin, Chirsheva 2014; Prince, 2014; Galmullin, Galmullina, 2015; Khamraeva 2015; Korneyeva, 2013], etc. An important role in the preparation for the Olympics in the Russian language plays the study of national linguistics controversial issues and the views of scholars on the difficult, unresolved cases of grammar and word formation. These issues should include, for example, a controversial interpretation of zero suffix phenomenon in scientific literature and its mixture with the word formation without suffixes, the issue about the parts of speech and grammatical homonymy in Russian language, the issue about verbal word composition, state category words and many others. Of course, the analysis of the modern literature on the subject, the reference to the classic domestic work in linguistics will enrich the scientific thesaurus of students, and will develop the logical thinking of students, will develop the speculation skills on
linguistic topics, will create well-reasoned texts, will expand the factual reserve of knowledge, will help to see the grammatical phenomena not only in synchrony, but also in diachrony ([Andramonova, Usmanova, 2014; Fatkhutdinova, 2014; Rakhimova, Yusupova, 2015; Nurullina, + et al; Fedorova, Fattakhova, 2015, etc.).

Russian language Olympiad is a unique competition for bilingual students, which is not mainly to test the knowledge of Russian language school program, but to identify the linguistic gifts of students, the ability to uncover the meaning and artistic richness of Russian language. Russian language Olympiad among the bilingual students in the republic has been held for many years and has its own characteristics. A lot of attention is paid to Russian language development and language policy, the preservation of linguistic traditions of people in the Republic of Tatarstan. The program "Russian language in Tatarstan" is implemented successfully for 2016 - 2020. It is aimed to create the conditions for the preservation and the development of Russian language in bilingual terms and a multicultural education in the Republic of Tatarstan. The state program "Preservation, study and the development of the official languages of the Republic of Tatarstan and other languages in the Republic of Tatarstan for 2014 - 2020" is created and implemented.

2. MATERIALS AND METHODS

The aim of our study is to analyze the Olympiad tasks and the responses of participants, to identify the challenges faced by bilingual students during the performance of Olympiad tasks, to develop the guidelines for teachers in order to prepare for the students for Russian language Olympiad.

We used analysis, observation, description, generalization, classification, as the main research methods the application of which contributed to this goal achievement.

The materials of the international Russian language Olympiad for bilingual students were involved for the study, which has been held for the third year in Kazan. In 2014, for the first time the Ministry of Education and Science of the Republic of Tatarstan jointly with the Kazan Federal University performed the International Olympiad on Russian language for the students with native (non-Russian) language of study. The try-out of the Olympiad was held in online test mode. In 2015 about 2,700 (in 2014 - 2500) students from 21 Russian Federation and CIS country regions (in 2014 - 18) took part in correspondence round: Belarus, the Kyrgyz Republic, the Altai Territory, the Kirov Region, Kurgan Region, Moscow, Moscow region, Nizhny Novgorod region, the Republic of Bashkortostan, Chuvash Republic, the Republic of Mordovia, the Perm region, the Chechen Republic, Omsk region, Republic of Sakha-Yakutia, Samara region, Sverdlovsk region, Krasnodar, Orenburg region, the Republic of Kalmykia, the Republic of Tatarstan. In-person final round involved 100 students. The final in-person round included written and oral parts.

3. RESULTS

We found that the participants of Russian language international Olympiad were offered with cognitive tasks requiring the demonstration of the linguistic intuition, research qualities and the knowledge of Russian culture. We came to the conclusion that the tasks for the Olympics are drawn up taking into account the curriculum and are focused on something that bilingual students will be able to demonstrate the knowledge of Russian literary language pronouncing norms, the knowledge of modern Russian literary language lexical system, the skills morphemic and word-formation analysis, the knowledge of Russian phraseology and the ability to analyze the functioning of phraseology in a literary text, the skills of a word morphological analysis, the knowledge of Russian language syntactic system and the ability to analyze the syntactic phenomena of increased complexity. Besides, the tasks linguistic culturological nature are included, which allow to reveal the student awareness about Russian language as a national cultural phenomenon which reflects the spiritual and moral experience of the people and the basic moral values. The main factors in Olympiad problem solution, are a broad mental outlook, erudition, Olympiad participant wit and their profound erudition.

The personal involvement of the article authors during the Olympic Games conduct and the inspection of works allowed to determine the level of language material knowledge by bilingual students, the ability to explain certain phenomena, to argue a linguistic subject, etc. The most common are the errors concerning the inability to differentiate between paronyms and homonyms, the inability to determine a root of a word (a word root is not always an independent unit in Russian), a prefix (for example, Turkic and Finno-Ugric languages have no prefixes), suffixes (Russian language has diverse suffixes in nouns, adjectives, adverbs, etc.), the inability to differentiate the homonymous forms of different parts of speech, etc. Some participants experienced difficulties at the drawing up of sentences and the implementation of creative tasks. Sometimes we had to record a poor vocabulary of participants, the inability to use synonyms, idioms, etc. In 2015, participants competed, performing not only writing assignments, but also showed the eloquence in the oral round of the Olympiad, speculating on the proposed aphorisms. The oral part of the Olympic Games was aimed to bring out the best ones in eloquence, the ability to demonstrate their point of view nicely, expressively and competently. To this end, the participants were offered a variety of famous writers, poets, scientists, writers and public figure sayings. When one of the sayings was read, the participants had to speculate about the read material, agree with an author or disprove his point of view, to bring their arguments, to show erudition and knowledge. For example, let's provide some aphorisms offered to the Olympiad participants: 1) Imagine for a moment that you have suddenly lost the knowledge of Russian language. Our inner world will be impoverished, the horizon will be narrowed, and we will become poorer culturally. After all, Russian language... is the golden key to the world...
culture achievement (R. Mustafin - Tatar writer, publicist); 2) Teaching is what a young man needs since his childhood. A man must study always. ... If you do not like something in any subject - make an effort and try to find the source of joy - the joy of acquiring something new. Learn to love learning! (D.S. Likhachev - domestic philologist, art critic); 3) There is a lot of good books in the world, but these books are only good for those people who know how to read them. (A.I. Herzen - domestic writer, essayist, philosopher); 4) All of us have our own Pushkin, who remains one for all. It is the part of our life at the beginning which does not leave us until the end. I knew and I loved Pushkin in the age when it was much sweeter to hear the reading, then to read by yourself. I knew his "Tale of Tsar Saltan", "The Tale of the Golden Fish" from hearing... (A.T. Twardowski - domestic poet and writer) [Language, 2009].

Of course, during this round of the Olympiad the participants had to demonstrate their reading outlook, the ability to keep a thesis, to argue, to express their position, etc. The participant answers were evaluated according to such criteria as consistency and cohesion, expressiveness, richness, originality, emotionality, the absence of speech errors. Oral round allowed the jury to hear participants, talk with them, to determine their ability of a statement development, to reflect on ethical, environmental, social, scientific, educational and other problems. In this case, we recommend teachers to give more opportunities for the students concerning speaking, the organization of discussions, debates, disputes, the performance of speaker contests, etc., where bilingual students could demonstrate their ability to develop and defend their point of view.

4. CONCLUSIONS

According to the study results, the authors concluded that the Russian language Olympiad allows bilingual students to reveal their creativity, express their linguistic sense, ingenuity, demonstrate the ability to talk on linguistic topics. During the preparation for the Olympic Games it is recommended to focus on student interests, to take into account the difficulties during Russian language facts mastering for bilingual students, communication skills, corrections, etc. And also the attention shall be paid to the psychological training of a participant, who is burdened with an additional psycho-emotional load. It is important to create the situation of success and a sense of a student's personal achievement importance, regardless of the obtained points and an occupied space. We believe that, despite a large number of works devoted to the Olympic Games, we the attention focused on Russian language Olympiad specifics for bilingual pupils in our study. Russian language Olympiad is not limited to the identification of the best participants, the check of linguistic, communicative and cultural competences of pupils, their language reflection. It also plays an important stimulating role. The Olympiad participants discover new aspects of the school subject "Russian language" study. The spirit of research is awakened in them, the language learning motivation is increased motivation. The jury members (including the authors of this article) celebrate annually the high level of the Olympiad participant preparation, the ability to reflect on linguistic tasks, to discuss linguistic culturological issues, to demonstrate erudition and linguistic horizons. At the same time, the Olympiad shows the student deficiencies and the ways of Russian language competence improvement. We believe that the preparation for the Olympics requires the systematic work with gifted students, the opening of new faces concerning the study of the school subject "Russian language", the improvement of research and public speaking skills. We recommend teachers to use the books on entertaining grammar, encyclopedias, etc.. Taking into account the specificity of the bilingual students one should be also focused on the development of comparative skills concerning language and text fragment analysis. In this regard, the system of exercises concerning the finding of similarities and differences in words and sentences within Russian and Turkish (or Finno-Ugric) languages on the phonetic, lexical, word-formative, grammatical level, taking into account the transposition of interference is an important one.

5. SUMMARY

During the preparation of bilingual students for the Russian language Olympiad it is important to rely on the technology of culture dialogue and present them the peculiarities of people mentality in the language in a text. We want to believe, that the performance of an international Russian language Olympiad for the students with native (non-Russian) language of education will become a good tradition and will allow to communicate closely with teachers and bilingual students from different regions and CIS countries..

ACKNOWLEDGEMENTS

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

REFERENCES
