PRACTICAL ASPECT OF COMPARATIVE RESEARCH ON THE MATERIAL OF THE RUSSIAN AND TATAR LANGUAGES: XIX-XXI CENTURIES

Damir Haydarovich Husnudtinov, Zulfiya Firdinatovna Yusupova, Muslima Magesumovna Shakurova, Ayrat Faikovich Yusupov, Ramil Hamitovich Mirzagitov

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

DOI: 10.7813/jl.2016/7-2/36

Received: 28 Apr, 2016
Accepted: 30 May, 2016

ABSTRACT

A major contribution of the scholars of the Kazan university to the field of contrastive study of the multi-structural languages (including the Russian and Tatar languages) allows to reason about established long usage that is traced back to the beginning of the nineteenth century, further development prospect of comparative typology by Kazan scholars of the nineteenth century. The article aims at theoretical understanding and generalization of comparative studies, as well as consideration of the aspect of application of the studies to improve the methods of language teaching (Russian and Tatar).

The article aims to make a comparative analysis by the material of Russian and Tatar, Tatar and Russian, reveal applied (linguistic and methodological) aspect of the results of the studies. The actuality of the problem consists in the fact that at the present stage the scholars do not remit their attention to the comparative studies, direct the vector to comparing language pictures of the world of the native speakers of either language. The leading methods of our investigation are analysis, observation, description, generalization, classification. By results of the research the authors have reached a conclusion that today, all levels of the Russian and Tatar languages from the comparative aspect have been studied and the results have been presented in comparative grammars, research papers, dictionaries and so on. The comparison of language pictures of the world, national and cultural units of language at the level of text and discourse is presented to a lesser extent. New approaches allow to research into the level of contrastive cultural linguistics which has become an object of attention of Kazan scholars.

We believe that this study makes a definite contribution to the field of comparative typology of the languages. Specialists in teaching methods of the Russian and Tatar languages as foreign may take interest in it.

Key words: the Russian language, the Tatar language, comparison, applied aspect, linguistic methodology, transposition, interference

1. INTRODUCTION

Comparative study allowed the scholars to exceed the bounds of unrelated languages and research multi-structural languages in science of language of our country and foreign linguistics. Comparative study of languages was laid down at the start of the nineteenth century. Contrastive analysis of the Russian and Tatar languages has a rich history and goes back to the middle of the nineteenth century.

The first experience of application of comparative approach to describing language facts can be found in scientific grammars and bilingual dictionaries of the nineteenth century. But the founder of comparative grammar of Russian and Tatar, Tatar and Russian in the broad sense of the word is considered to be scholar-encyclopaedist and enlightener Kayum Nasriy.

Towards the end of the nineteenth century in linguistics there an intensive study of the languages in contrastive aspect is observed. A particular role in the development of comparative-historical, typological, comparative-contrastive studies of the languages was played by scientific activities of such scholars of the Kazan linguistic school as I.A. Baudouin de Courtenay, V. A. Bogoroditsky, N. V. Krushevsky, A. I. Anastasieva and others.


2. MATERIALS AND METHODS

Our research aims to make an analysis of contrastive studies of the Russian and Tatar languages, the Tatar and Russian languages, to reveal linguistic and methodological aspect of such studies in terms of
upgrading methods of language teaching. We have chosen analysis, observation, description, generalization, classification as the main research methods the application of which are conductive to the aim.

Contrastive grammars of Russian and Tatar, Tatar and Russian, the collected materials of conferences devoted to contrastive study of languages of XIX –XX centuries, scientific papers, theses were drawn in researching.

3. THE RESULTS

In the course of the analysis of the Russian and Tatar languages we have revealed that the first experiences of using contrastive approaches to describing the language phenomena can be found in the studies of the nineteenth century (see: I. Giganov “Grammar of Tatar” (1801), A. Troyansky “Tatar Grammar in Brief” (1814), M. Ivanov “Tatar Grammar” (1842), A. Kazem-Bek “General Grammar of the Tatar-Turkish language” (1846) and others. It should be noted that the authors of the grammars compared the Tatar language with Russian and pursued practical purposes: to improve the process of the Tatar language learning by the representatives of another nationality by means of recognizing similarities and differentiation with the Russian language. The works by Kayum Nasyri “Tatar Grammar in Brief, Illustrated” (1860) and “Russian-Tatar Grammar Standard by Methods of Arabian Grammar” (1891) represent an interest in terms of comparison. In the first Grammar book he paid special attention to describing phenomena of the Tatar language to be difficult to learn by Russians, in the second grammar book he distinguished the problems to be difficult to learn by Tatars. To them he referred the grammatical category of gender, animateness and inanimateness in nouns, nouns used only in plural form (часы (clock), сани (sledge), дрова (firewood, etc.), change of endings in Russian noun declension, the use of genitive case with verbs followed by negative and with numerals, agreement of adjectives with nouns and a series of other questions. The conclusions made by Kayun Nasyri had great significance for the development of methods of teaching Russian as a foreign language. Pedagogical works of the scholar initiated comparative method of teaching Russian to the Tatars.

In 1873 the “Russian Grammar” by academician Vasily Vasilievich Radlov came out in Kazan, which was the first experience of publishing such textbook for the Tatars. The scholar proceeded from specific features of Russian and the native language of students in describing phenomena of the Russian language. So, describing sound system of Turkic, he compared vowels and consonants with the similar sounds of Indo-European languages, including Russian. The principal for each expert in Russian language and literature is, according to V.V. Radlov, his knowledge of the students’ mother tongue.

Thus, the linguists’ researches of the antecedent period set the stage for further development of comparative study and improvement of methods of languages teaching.

At the beginning of the twentieth century comparison of languages, in particular Russian and Tatar, was presented purposefully: to trace common and particular regularities, on the one hand, to elicit typological and individual features on the other hand, which can be determined and revealed in the languages while analyzing their system tier. Such system tiers can comprehend phonological, lexical, morphological, syntactic tiers which are an integral part of the language structure.

Scholarly endeavor of scientists of Kazan linguistic school (KLS) in development of comparative-historical, typological, comparative-contrastive linguistic studies was overriding concern. I. A. Baudouin de Courtenay wrote: “We can compare languages absolutely independently of their affinity, historical relations between them. We keep finding the same features, the same changes, the same historical processes and revival in the languages that are alien to each other historically and geographically” [Baudouin de Courtenay I.A., 1963, 371]. The method of comparison was used by the scholars of KLS in many studies and realized in grammar of the Russian language. In this connection a special emphasis should be placed on works by V. A. Bogoroditsky in which he used extensively a method of comparison. An example of scientific evidence of the methods of teaching Russian as foreign is still V. A. Bogoroditsky’s system of teaching phonetics of the Russian language in Tatar school based on the data of comparative analysis of sound system of Russian with Tatar obtained as the result of experimental study. It was V. A. Bogoroditsky who first justified the principle of accounting the features of grammar of native language of the students while teaching of Russian [Bogoroditsky V. A., 1951]. Later the principle became one of the basic in teaching of Russian as adoptive, as well as Tatar as adoptive and foreign.

The ideas of V. A. Bogoroditsky and his predecessors are further substantiated in comparative studies by M. Kh. Kurbangaliyev and R. S. Gazizov. They suggest using the method of comparing Tatar with Russian as one of means in teaching the Tatar language to Russians. Grammar systems, dictionaries, textbooks compiled by them contributed to upgrading the methods of language teaching [Gazizov R. S., 1977].

In the second half of the twentieth century the scholars had been studying the problems of bilingualism, relationship between Russian and Tatar, interference, transference, sociolinguistic and linguocultural contrastives, linguistic universals and singularities. “Besides general universals in contrasting languages there are specific features and regularities that are distinctive of each other” noted E. M. Akhunzyanov [Akhunzyanov E. M., 1987. 6]. In “Contrastive Grammar: Morphology of the Russian and Turkic languages” (1987) the scholar made a point of their different, contrasting features to be one of the reasons complicating the Russian language learning in non-Russian audience. The research was a practical substantiation of new approach to contrastive analysis of grammatical system of languages with different systems - contrastive linguistics.
A scholarly work “Contrastive Grammar of Russian and Tatar “Word Formation and Morphology” by Z.M. Valiullina issued in 1983 considered positive experience of the earlier studies on typological analysis of languages of different systems. The morphological structure of Russian and Tatar in this work is characterized only in contrastive aspect as opposed to the existing contrastive grammars where a grammatical meaning is treated first in one language, then in another one. It allowed the author to amplify those grammatical phenomena that are different in these languages in semantic and functional relation and present great difficulties for learning in Tatar school [Valiullina Z. M., 1983].

By the end of the twentieth century all language levels in contrastive-typological aspect in relation to the Russian and Tatar languages had been studied: phonetic system (R.E. Kulsharipova and others), word formation (Z. M. Valiullina, A. A. Aminova, V.G. Fatkhutdinova and others), lexicology and phraseology (L. K. Bayramova, R. A. Yusupov and others), syntax (L. K. Bayramova, M. Z. Zakiyev, F. S. Sаfiullina, K. Z. Zinnatullina, S. M. Ibragimov, N. N. Fattakhova and others), morphology (Z. M. Valiullina, A. A. Aminova and others).

From now on, the scholars see contrastive studies of languages in the context of anthropocentric approach, through the prism of cultural studies, first of all, in eliciting common and specific features in mentality of the two related languages. The development of such areas as comparative linguodidactics and comparative cultural linguistics seems to be perspective.

The studies that cover contrastive-typological analysis of the material of the Russian and Tatar languages have always been urgently needed for methodology of teaching Russian as adoptive. In the field of methods of teaching the Russian language in national school one should make special mention of the scholarly works by L. Z. Shakirova [Shakirova L. Z., 1999]. The methodologist recommends to pay special attention to grammatical phenomena of the Russian language which vary considerably from the grammatical categories of native language and present great difficulty for students (the categories of animateness/ inanimateness; number; case; the category of gender, aspect, that are absent in native language of the students, peculiarities of agreement, etc.).

Concerning teaching of Tatar as adoptive from the aspect of accounting the results of comparative study of the Russian and Tatar languages, one should single out the works by F. F. Kharisov, Ch. M. Kharisova, R. R. Zamaletdinov, A. Sh. Yusupova, K. S. Fatkhullina, M. M. Shakurova, G. F. Zamaletdinova and others. Modern inquiries of scholars are indicative of the significance of comparative studies (see: [Russian-Turkic relations, 2002]; [Comparative philology, 2013]).

4. CONCLUSION

The results of contrastive-typological analysis of Russian and Tatar, Tatar and Russian have an undeniable applied significance for methods of teaching Russian and Tatar as adoptive ones allow to elicit transposition and interference. It is known that typological comparison of language phenomena enables to reveal the nature of interference mistakes and select an efficient way of teaching non-mother tongues. Account taken of similar (common) phenomena in grammatical structure of Russian and Tatar, Tatar and Russian orients to transposition (positive transfer) which facilitates the process of learning second language.

We believe that the development of comparative studies of Russian and Tatar, Tatar and Russian not only at the level of system but language picture of the world has enormous applied significance to develop and upgrade the methods of teaching Russian and Tatar as second languages in the Republic of Tatarstan.

ACKNOWLEDGEMENTS

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

REFERENCES