FORMATION OF UKRAINIAN-LANGUAGE LINGUISTIC COMPETENCE IN TURKIC-SPEAKING PHILOLOGY STUDENTS

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After the opening of the first Department of Ukrainian language and literature in Turkey at Istanbul University in 2017, the problem of formation of Ukrainian-language linguistic competence among Turkic-speaking Philology students has become more relevant than ever. The analysis of scientific literature revealed an insufficient level of development of the problem of teaching the Ukrainian language to Turkic-speaking students. This problem was dealt with covered by T. Kiryk, particularly in the works "Pedagogical means of overcoming phonetic interference for Turkic-speaking Philology students in higher educational institutions", "The problem of phonetic interference in the formation of professional skills among Turkic-speaking Philology students", "Actuation of Turkic-speaking Philology students in their work on the errors caused by phonetic interference" and I. Yuzviak in the work "Grammatical interference during learning Ukrainian as a foreign language by Turkic-speaking students". Several more authors have been engaged in the problems of teaching Ukrainian as a foreign language, namely: I. Kochan, T. Leshchenko, S. Lutsak, M. Trostynska, A. Shevchenko, and others, but the school of teaching Ukrainian to foreigners, in comparison with the school of teaching Russian as a foreign language, is still just beginning its development. The purpose of our research is to determine the theoretical basis for the formation of Ukrainian linguistic competence of Turkic-speaking Philology students.

R. Valette defined the formation of linguistic competence as "the acquisition of the necessary amount of phonological, grammatical and lexical knowledge and the presence of skills and abilities for their adequate application in a sentence" [1]. The "Common European Framework of Reference for Languages" states as follows: "the cognitive organisation of vocabulary and the storing of expressions, etc. depend, amongst other things, on the cultural features of the community or communities in which the individual has been socialised and where his or her learning has occurred" [2]. Taking into account that linguistic competence is formed on the basis of the same experience in the native language, we need to determine which linguistic concepts are already familiar to future Turkic-speaking Philology students, and which will be new for them. Such concepts as sound and letter, vowels and consonants, voiced and unvoiced consonants, syllable and word, parts of speech and cases are well known to graduates of secondary schools, but the concept of gender is absent in the Turkish language, and this causes significant difficulties at the initial stage of acquaintance with the Ukrainian language. The main
problem is to determine the gender of each specific noun. The introduction of the category of noun gender is accompanied by the study of possessive pronouns and adjectives, thus using not only formal, but also syntactic features in the form of a concordant context. From the point of view of T. Rumiantseva, the approach from the position of thematic classification of vocabulary is productive, and it is supplemented by the consideration of internal relationships and relation between units of thematic groups. The assimilation of nouns is based on memorizing the types of conjugation, auxiliary suffixes and types of coordinated combination with an adjective" [3]. When explaining the category of nouns, it is necessary to create an integral system in the minds of Turkic-speaking students that could serve as a reliable support for independent recognition of the category of gender and correct memorization of gender forms.

Also, at the initial stage of learning the Ukrainian language by Turkic-speaking Philology students, a number of the most common mistakes are related to phonetic interference, which T. Kiryk described in detail in her works, highlighting 10 main mistakes that should be taken into account when consistently introducing new material for the effectiveness of the process of learning the Ukrainian language [4]. The teacher should strive for theoretical and practical students’ awareness of the main features of the phonological and rhythmic-intonation system of the Ukrainian language and its differences from the system of Turkic languages, because most scientists recognize the accent as a factor in the formation of errors. In her work “Pedagogical means of overcoming phonetic interference for Turkic-speaking Philology students in higher educational institutions”, T. Kiryk, after conducting an educational experiment, found that the level of mastering practical knowledge of a foreign language as a result of overcoming phonetic interference in experimental groups is higher than in control groups [4].

In the work “Methods of forming lexical competence of future philologists” S. Amelina notes that “the process of learning a foreign language by future philologists should be aimed, in particular, at the systematic accumulation and expansion of the vocabulary” [5]. At the stage of formation of lexical competence, skills of reasonable guess about the meaning of lexical units are developed. To do this, students need to keep records in a dictionary in which words are grouped according to the characteristics of parts of speech, cognate word and examples of phrases and idioms with them are recorded. When making notes and records in dictionaries, it is advisable for students to use several colors and printed and written fonts for better visual assimilation of the material and the formation of future philologists' ability to systematize the presentation of the material.

As we know, Turkic languages are agglutinative languages, so another problem of mastering the Ukrainian language by Turkic-speaking students is the different structure of the Slavic and Turkic languages. High school graduates of Turkey are familiar with the concept of affix, but experience has proven that the concepts of prefix, suffix and ending, are learnt by them at school in foreign language lessons only intuitively, and they are completely unaware of their theoretical and practical significance. Accordingly, the process of mastering the Ukrainian language lasts much longer for Turkic-speaking students than for Europeans. So, for a deeper understanding of morphology, it is advisable to use more extensive morphemic analysis of words in Ukrainian language lessons.

At the stage of formation of skills for using lexical units, indirect learning of vocabulary, namely reading or listening exercises, provides good results. According to S. Amelina, "when working with Philology students, more attention should be paid to the indirect assimilation of lexical material" [5]. The text offered to students is very important: it should not leave them indifferent, but it should evoke emotions, because it is at the emotional level that new material is better absorbed. The
practice of retelling is also effective, because in addition to understanding of the read or heard material it requires speech skills and thus ensures their development.

The foundation of Ukrainian-language linguistic competence is a complex of knowledge of the language system. It can be stated that the knowledge of grammar indicates to the level of knowledge of the language. The method of language learning on models works effectively for Turkic-speaking students (when students begin to build a statement based on speech models-samples though they have not yet mastered the rules), but this is not enough for students of philological faculty: they need to have a solid theoretical foundation. "The role of the initial stage in the assimilation of the grammatical structure of speech by students is crucial for the further stages of the development of the language personality," I. Ignatova believes [6]. The most difficult stage of learning the Ukrainian language by Turkic-speaking students after they have mastered the phonetic features and the concept of gender is the assimilation of cases. Knowing cases without a clear understanding of their system is impossible. Due to the difference in the case systems of the Slavic and Turkic languages, Turkish students have difficulties at this stage, so the curriculum needs to allocate enough hours to practice and fix all cases.

Difficulties also arise when studying verbs — it is difficult for Turkic-speaking students to understand the concept of perfect and imperfect forms, which do not exist in their native language. Here it is important to gradually introduce the material and its clear understanding by students. We can see that when a student does not learn the concept of a perfect/imperfect verb form during the study of this topic, he/she will continue to make mistakes during its use. When preparing teachers of Ukrainian as a foreign language, special attention should be paid to the meaning of cases and types of verbs.

Grammar teaching related to the formation of automatons is effectively carried out through imitation, substitution, transformational and reproductive training exercises that prepare students for speech activity, but given the fact that they do not arouse interest in Turkic-speaking students, it is more appropriate to minimize the number of training exercises and give preference to working with text - interactive reading, listening, or go to the practical consolidation of the material – speaking. Speaking practice requires knowledge of the material, so it is advisable to write samples of sentences on the board and highlight new grammatical constructions in a different color. Discussing grammar is another effective activity for mastering language norms. Here students justify their answer in the course of discussion, which requires knowledge of the material and understanding of all the details of using a particular construction.

At the stage of reproduction, the ability to use the learned lexical units and grammatical constructions is developed. Given the philological specialization of students in order to develop speech, it is important to give preference to creative tasks. In order for students to have more time to focus on the task, the tasks should be performed during extracurricular time and read out during the lesson, and for better assimilation of the material through emotional experiences, writing polemical works is effective.

Final and intermediate control is a mandatory component of the formation of linguistic competence of Turkic-speaking students, it motivates them and provides purposefulness. "When assessing the formation of foreign language communicative competence, content, coherence, compliance with phonetic norms, grammatical correctness, and lexical adequacy are taken into account. ... That is, the learned word itself does not yet mean the formation of elements of lexical and grammatical competence" [5].

Effective formation of Ukrainian linguistic competence in Turkic-speaking Philology students involves knowledge of the gender of nouns, overcoming phonetic
interference, systematic accumulation and expansion of vocabulary, understanding the morphology of words, knowledge of the case system, understanding and correct application of perfect and imperfect verbs, the use of learned lexical units and grammatical structures at the level of automatism. To develop this knowledge and skills, a comprehensive systematic approach is required: a thorough study of phonetics, grammar and syntax within separate subjects. The use of the methods described above will contribute to the formation of the ability to operate the linguistic apparatus, which in turn forms linguistic competence.

References:

DOI 10.36074/21.08.2020.v2.35

METHODS OF COLLECTING MATERIAL FOR SPEECH DESCRIPTION

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Methodology of descriptions of dialect still continues to be a "white spot" in its theoretical sphere: works on this issue are practically absent, range of methods of description of any language formation is not formed, there is no their single interpretation and systematic exposition (which is not identical to typological).

Some observations in the direction of description are presented in the works of prominent linguists of past centuries e.g. W. Humboldt, E. Sepir. Considering individual fundamentals’ positions of linguistic science, define the main of them:

1. The choice of the object to be studied should be based on the ability to document all units of the language system.