

Development of Speech Culture of Non-Philologist Students in the Course of Examining the Category of Gender in Russian Language

Guzel M. Nurullina, Landysh G. Latfullina, Liliya A. Usmanova

Abstract: *The article is devoted to one of the topical issues of modern pedagogical science – to the formation of speech culture of non-philologist students in the course of studying Russian language as state language of the Russian Federation, language of international communication, national language of the Russian people. The main competence formed in the course of studying Russian language is the communicative competence which is aimed at the development of speech activity of the students of non-philologist specialties. According to the opinion of the author of the research, an important indicator of success of the non-philologist specialist in the hi-tech competitive world is acquisition of skills of professional communication, use of the methods of speech influence and conviction. In the given work we investigate the question of grammatical and stylistic norms of the use of the category of noun gender representing the greatest complexity in the oral and written language of non-philologist students. In this regard the purpose of the present work is creation of the lingual-methodical principle of communicative approach which will provide the formation of speech culture of non-philologist students in the higher educational institution when studying the category of gender in Russian; determination of pedagogical technologies of training in order to increase the culture of speech communication of the future experts. The practical importance of the studied problem consists in the improvement of quality of the vocational training of non-philologists students; in the definition of the trajectory of the educational growth of future highly qualified specialist capable to choose language means in professional activity reasonably, to realize the communicative intentions in various situations of communication adequately, to respect the grammatical and stylistic rules of using the category of noun gender.*

Keywords: *linguodidactics, speech culture, noun, category of gender, Russian language, principle of communicative approach.*

I. INTRODUCTION

The modern system of professional education at the higher school is directed to the strengthening of practical orientation of learning assuming development of speech activity of students of non-philological specialties. The problem of the present research is the formation of speech culture of non-philologist students when studying the category of gender in Russian. It is known that the integral culture of any expert (the philologist and non-philologist) in the hi-tech competitive world is acquisition of skills of professional communication, use of methods of speech influence and

conviction. The solution of a problem of teaching skills of professional communication in Russian is carried out in the course of the development of high school discipline "Russian language and culture of speech". The main attention in the discipline is paid to the development of non-philologist students' knowledge and skills to choose language means in professional activity reasonably, to realize the communicative intentions in various situations of communication adequately, to define and correct the main speech mistakes, to draft correct, logical and expressive written and verbal texts. The meta-subject function of the course "Russian Language and Culture of Speech" is the students' understanding of the Russian language as of means of communication, as a tool of learning world in the conditions of the changing economic and socio-cultural situation, of expansion of space of global informatization; as the bases of intellectual, spiritual, social and professional development of a person [see: 1-6].

According to V.A. Kozyrev and V.D. Chernyak, "understanding of the features of the modern language situation and of the speech behavior of the contemporary is necessary for full interpersonal communication, including professional" [7]. Speech culture reflects the level not only of the language culture, but of general culture of the person as well. The formation of speech culture of non-philologist students is connected first of all with grammatical and stylistic norms of the use of morphological categories of Russian language. One of such categories is the *category of gender*; norms of the use of this category often cause difficulties when used by non-philologist students and require special attention.

II. METHODS

The lexical and grammatical category of noun gender is investigated by scientists throughout many centuries. In philological and lingual-methodical works of the 20th and 21st centuries we can observe interest in studying different methods of the category of gender. So, V.S. Scherbakov in his scientific work considers in detail the *functional and grammatical method*: the category of gender is analyzed in functional interaction with person, number and case categories [8]; M.V. Laskova investigates the category of gender in interaction with gender studies [9]; Ya.I. Gin considers the expressional possibilities of the category of gender, distinguishing the identifying and motivating functions of gender [10,16].

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Studying the distribution of nouns according to gender and definition of their generic assignment are of great importance both in theoretical and practical levels. The analysis of the character and of the reasons of distribution of nouns on separate generic classes, studying the category of gender in different aspects allows to understand the structure and the matter of gender as of a grammatical category better, to describe the system of generic oppositions of nouns more precisely and to establish the trends of their development.

<i>basishche, tykvina, rybina, zaychishka, etc.)</i>	<i>moya solovushka, moya zaychishka, moyo khlebushko, moyo domishche, silnoye vetrishche, malenkoye zavodishko, etc.</i>
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III. RESULTS AND DISCUSSION

Practice of teaching Russian and the Culture of speech shows that non-philologist students often face a problem of determination of the category of gender of some groups of nouns, cannot define a way of expression of the category of gender correctly (semantic, word-building, morphological or syntactic). In the following table we have presented groups of nouns in which students often make mistakes when determining the category of gender (See the table):

Nouns	Typical mistakes
<i>Words ending with the soft sign (sol' (salt), rol' (role), royal' (grand piano), kapel' (thaw), kartofel' (potato), tul' (tulle), topol' (poplar), gvozd' (nail), cherv' (worm), lebed' (swan), toulen' (seal), golub' (pigeon), rys' (lynx), shmel' (bumblebee), step' (the steppe), fasol' (haricot), etc.).</i>	The students confuse masculine and feminine gender, incorrectly change words on cases (for example, in the form of a genitive case in singular in written and oral speech they use: <i>topoli, lebedi, golubi, tuli</i> , etc.), incorrectly correlate adjectives with nouns (for example, <i>vesyolyi kapel', krasivaya royal', mokhnataya shmel'</i>).
Loan words - indeclinable nouns (<i>alibi, amplua, confetti, jury, menu, foyer, kohlrabi, attache, kangaroo, frau, puree, maestro, pensne, kashpo, cashne, portmone, soprano, zebu, depo, sachet</i> , etc.)	Definition of gender of indeclinable nouns is connected first of all with the right definition of category of animacy / inanimateness. The students in many cases find it difficult to explain the meaning of a loan word. Besides, they do not remember that such words as <i>salami, kohlrabi, tornado, avenue, matsoni, penalty, suluguni</i> , etc. as well as indeclinable geographical names (<i>Sochi, Baku, Ontario, Mississippi</i> , etc.) belong to the exception words the gender of which is determined by a generic word meaning
Compound words (<i>teatr-studiya, komediya-buff, kreslo-krovat', roman-khronika, shkola-internat, press-konferentsiya, chuodo-bogatyr', malchik-painka, muzei-kvartira</i> , etc.).	Compound words have a syntactic way of expression of the category of gender. The students often make a mistake in the terminations of adjectives, participles, verbs of past tense (for example, <i>muzei-kvartira otkryta, shkola-internat postroyen, kreslo-krovat' stoyal, chudo-bogatyr' poskakalo</i>).
Expressional and attitudinal nouns (<i>drouzhische, solovushka, domishche, vetrishche, khlebushko, zavodishko</i> , etc.)	More often students define gender of expressional and attitudinal nouns by using the pronouns and adjectives changing gender. The following mistakes are observed:

The analysis of the conducted research shows that when interpreting nouns on generic signs an important role is played by the semantics of words, their word change. The use of the correct grammatical form in the speech depends on how strongly lexical skills are created. Formation of skills of determination of category of noun gender has to be based on the basis of well-studied lexical units. They make the basis without which the formation of speaking skill is impossible. To develop the speech culture the student has to obtain an ability to operate with grammatical material, to correlate, to compare the language facts, to apply theoretical data to the concrete facts of language, to use category of gender in an oral and written language. Besides, knowing not only grammatical, but also stylistic norms of the use of category of gender helps when selecting the language material in the texts of different speech styles. Attention to the meaning and to the form of a word, the typology of exercises on studying the noun gender assumes the establishment of the basic principles of creation of the methodic system and the reliance on the most important principles of didactics/

The formation of the speech culture of a non-philologist student when studying the category of gender has to be constructed on the *principle of communicative approach* assuming practical orientation of training. According to the mentioned principle the category of gender should be studied not separately, but in a sentence or in a text with the indication of the meaning of a noun and of the words coordinated with it. According to A.Vezhbitskaya, "grammatical differences are motivated with semantic differences. Any grammatical construction expresses meaning" [11,15].

IV. SUMMARY

According to many researchers' opinion, grammatical categories have to serve as means of the formation of speech activity of the identity of a person; grammar creates the foundation on which the basics of the correct speech are based [12,13,14]. So, the category of gender should be trained taking into account *linguistic, speech and communicative competences*.

The linguistic competence assumes understanding of the nature of lexical and grammatical category of gender; knowledge of the principles of distribution of nouns according to gender, relations of the category of gender with the category of animacy / inanimateness; analysis of different (semantic, word-building, morphological and syntactic) ways of expression of the category of gender.

For example, acquisition of gender of the nouns, ending with a soft consonant, is promoted by their distribution to groups according to their meaning taking into account the formal indicators.



Thematic groups of nouns	Masculine gender	Feminine gender
Names of birds, animals, fishes	Kon' (horse), sobol' (sable), olen' (deer), medved' (bear), tulen' (seal), gus' (goose), golub' (pigeon), lebed' (swan), zhuravl' (crane), karas' (crucian), selezen' (drake).	Loshad' (horse), mysh' (mouse), rys' (lynx), seld' (herring), lan' (fallow deer).
Natural phenomena	Dozhd' (rain), liven' (pour), den' (day).	Metel' (blizzard), ottepel' (thaw), noch' (night).
Household goods	Gvozd' (nail), fonar' (lamp), fitil' (wick), greben' (hair pick), shtepsel' (plug).	Krovat' (bed), postel' (bed), mebel' (furniture).
Names of minerals, building materials	Ugol' (coal), nikel' (nickel), kremen' (flint), kafel' (tile).	Emal' (enamel), sol' (salt), rtut' (mercury), stal' (steel), izvest' (lime), med' (copper).
Trees, plants	Topol' (poplar), yachmen' (barley), kartofel' (potato), kovyl' (feather grass), schavel' (sorrel).	Yel' (fir-tree), rozh' (rye), morkov' (carrot), polyn' (wormwood), fasol' (haricot).

Mastering *speech competence* causes ability to use in the oral and written language word constructions, packed with a certain grammatical form. The speech competence assumes the stages of formation of speech skills: 1) material presentation stage; 2) stage of model imitation; 3) drilling stage; 4) generalization stage (arranging of semantic relations); 5) stage of switching from model to model. The main objective of the exercises for mastering speech competence is to enrich the speech of students with synonyms, antonyms, proverbs, sayings, expressive figures of language on wide lexical material and to be able to use nouns in the corresponding gender.

As recommendations the following tasks can be offered:

Find synonyms. Define gender.

Sample: *trevoga* (alarm) (feminine) – *bespokoistvo* (neuter) *Bespokoistvo* (trouble), *velikan* (giant), *vliyaniye* (influence), *vozglas* (exclamation), *vsadnik* (rider), *lyotchik* (pilot), *naruzhnost'* (exterior), *neschastye* (misfortune), *poedinok* (duel), *preimuschestvo* (advantage), *prepyatstviye* (obstacle), *prestupleniye* (crime), *prikaz* (order), *priyut* (shelter), *professiya* (profession), *rodina* (homeland), *istochnik* (source), *ekho* (echo), *trevoga* (trouble), *gigant* (giant), *vosklitsaniye* (exclamation), *nayezdnik* (equestrian), *pilot* (pilot), *vneshnost'* (appearance), *beda* (trouble), *yedinoborstvo* (single combat), *pregrada* (barrier), *postupok* (act), *rasporyazheniye* (order).

The *communicative competence* assumes ability of a student to perceive and create texts, correctly coordinating pronouns, adjectives, participles, numerals, verbs of past tense with nouns in gender. One of types of work to develop the communicative competence is the creation by non-philologist students of the scientific text – the summary. In the course of writing it the students, certainly, have to abide the grammatical and stylistic rules of the modern Russian literary language. Writing of the text of the speech is one of the most important rhetorical skills of the speaker. Studying the discipline "Russian language and the culture of speech", students gain the skills of public speech: work with scientific

literature, make the plan of the performance, and write the text.

V. CONCLUSIONS

Thus, in the course of teaching Russian and the culture of speech to non-philologist students it is important to use a system of work on the selection of language material, communicative tasks and speech situations. The system of professional education at a higher school assumes the process of progressive change of the identity of the student under the influence of social effect, of the studied high school disciplines, of the students' own activity directed to self-improvement. This system is directed to the formation of skills of practical application of knowledge and to the development of speech culture of the students. The formation of speech culture of non-philologist students when studying the category of gender is based taking into account the principle of communicative approach set in linguodidactics which assumes the formation of three types of competences (linguistic, speech, communicative); defines the trajectory of the educational growth of each student, the integrated and purposeful impact on the inclinations of the personality capable to show high creativity and motivation in studying a subject.

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