



Development of Non-Native Speech Relying on Language Isomorphism

TSALIKOVA Madina (1)

North-Ossetian State University named after K. L. Khetagurov, Vladikavkaz, Russian Federation (1)

Abstract

In order to master a non-native language it is important to know set isomorphic units, and these are mainly systems expressing semantic universals. Mastering these systems is seen as a link that is vital for full development of students' speech, which presupposes full development of both speech and thinking. Each language system has a set of isomorphic units, including the ones used for expressing semantic universals. Among such isomorphic systems we can name the units, combined by the ability to express defining, comparative, temporary, spatial, causal, object and other meanings. In languages the above-mentioned semantic universals are expressed by system units of different levels - lexical, word forming, morphological and syntactic. There is no doubt that set language units, capable of transmitting a certain linguistic universal are unique for each specific language. However, there is a diversity of forms of expressions, and for expressing a semantic category set language units may be used, each of them bringing with it co-meanings, understanding which is compulsory for full development of speech. But isomorphism that is considered productive in the aspect of methodology may be observed not only in language systems expressing structurally semantic categories. For example, isomorphism covers multi-level syntactic systems that have the function of expression, in particular, those that are based on the phenomenon of syntactic homogeneity. That is why work with similar groups of language units in conditions of study of a non-native language becomes especially important for the development of active and passive vocabulary means to form adequate skills for decoding perceived non-native speech and for development of skills of free expression of thoughts. Building effective techniques of study of isomorphic means of non-native language in interrelation with correlating constructions native for language learners presupposes taking into consideration of three equivalent components: 1) particular features of students in groups, the level of their possession of non-native language, possible goals of training defined by them; 2) specificity of means of expression of isomorphic groups in both languages as an object of training; 3) efficiency of known training techniques for a certain teaching method. The main concepts of developed techniques are: study of isomorphic designs of non-native language in interrelation, which assumes implementation of principle of inter-subject connections; functional approach to the study of isomorphic constructions; relying on students' first language. To be included in the active vocabulary isomorphic means not only have to be perceived by students without any special work based on most important principles of methodology. Definition of content of training in isomorphic constructions as means of development of students' non-native speech is based on communicative value of constructions selected for study; selection of constructions that are most frequently used and are aesthetically significant is quite justified. Development of bilingual speech relying on the system of isomorphic designs, transmitting certain semantic universals is intended to improve quality of students' connected statements, increase accuracy, correctness and expressiveness of speech.

Keywords: *isomorphism, language universals, Russian as a second language;*

Development of non-native speech relying on the system of isomorphic units implementing certain semantic categories is predetermined by provisions of unity of language and thinking as well as unity of content and form in language and specifics and organic connection of language and speech, as well as concepts that have paramount value for lingual didactics. Babaytseva V.V. defines isomorphism in language as similarity (but not identity) of language units of different levels in meaning and function if they are different in form (structure), as for isomorphic phenomena, she defines them as similar facts of language and speech, belonging to different levels of language system. [1; 50]

A language system has a set of isomorphic units used for realizing certain semantics, for example, expressing semantic universals. Among such isomorphic systems we can name the units, combined by the ability to express defining, comparative, temporary, spatial, causal, object and other meanings [2].

But isomorphism that is considered productive in the aspect of methodology may be observed



not only in language systems expressing structural and semantic categories. The systems capable of transmitting pragmatic potential: expression and motion, are also isomorphic. In languages the above-mentioned semantic universals are expressed by system units of different levels - lexical, word forming, morphological and syntactic. Systems of language units of different levels, capable of transmitting certain language universals are unique for each language. The stated diversity of forms of expression of various categories predetermines the existence of some co-meanings, understanding which is compulsory for full development of speech, that is important when studying a non-native language.

Generalization of data of modern linguistics and results of my own observations confirm the assumption about the isomorphic nature of language means, participating in transmission of semantic categories in Russian, Ossetian and English speech. Isomorphic constructions expressing one semantic category differ in structure, function, frequency of use, stylistic marking, semantic nuances and degrees of expressiveness; these differences must be considered when selecting material for training. Constructions expressing meaning of one type in the given languages differ in presentation and mismatching of certain language forms of semantic realization. Mastering isomorphic systems expressing semantic and pragmatic meanings is seen as a necessary link for full development of both native and non-native speech. Relying on multi-level means of expression of one type of semantics for full development of speech implies analysis of shades of meanings and specificity of function of studied relative units presupposes full development of both the students' speech and thinking. This type of work becomes especially significant in conditions of teaching a non-native language, when it is important to develop both active and passive language means for the formation of skills of adequate perception of non-native speech and for development of skills of free expression of students' thoughts.

Building effective techniques of study of isomorphic means of non-native language in interrelation with correlating designs native for language learners presupposes taking into consideration of three equivalent components: 1) particular features of students in groups, the level of their possession of non-native language, possible goals of training defined by them; 2) specificity of means of expressing isomorphic groups in both languages as the object of training; 3) efficiency of known training techniques for a certain teaching method. Comparison was most important for the definition of specificity of isomorphic means of expression one meaning as an object of training, which allowed us to state the following: each isomorphic group both in the Russian and Ossetian languages represents a system, the elements of which belong to different levels of the language. In other words, ways of expression of certain meanings in both languages are isomorphic, i.e. one type of relations (for example, temporary ones) can be transmitted both with lexico-phraseological and grammatical means [4].

Effective formation of skills of production and perception of speech in non-native language defines the need for taking into consideration the specificity of the students' native language [3], it is important for prognostication of appropriateness of relying on transposition and possible occurrence of interference; in the context of everything mentioned above the role of comparative analysis in teaching process is seen as being of paramount importance. Comparative study of isomorphic means in the Russian and Ossetian languages allowed us to notice the presence of both common and different features in relative systems in both languages. We have stated the closeness of structure of syntactic constructions in the Russian and Ossetian languages, the isomorphic nature of means and the wealth of ways of expressing certain relations in both languages. Thus, there are isomorphic means both in Russian and in Ossetian. On the one hand, the system of means of expression of relative meanings in Russian and Ossetian is related in structural and logical similarity and the isomorphic nature of the members of this system. This circumstance is, no doubt, capable of considerably facilitating the mastering of studied language means of non-native Russian language. However, there is no full semantic and grammatical conformity between relative units in the languages under consideration, which can create barriers in the process of learning this material by the students. This fact explains the need for exercises on translation and comparison. Everything said above, undoubtedly, creates the possibility of relying on skills of perception and production of native speech for the formation of appropriate skills in the studied language. However, our attention was drawn to the existing differences in the compared language subsystems, since they are the reason for occurrence of interfering errors in speech, thus requiring the teacher's special attention.

Analysis of linguistic and stylistic nature of isomorphic groups allows us to determine the volume of information to be studied at the lessons on non-native language. Definition of contents of training in isomorphic constructions as means of development of non-native Russian speech is based on communicative value of constructions selected for study, the selection of constructions that are most frequently used and aesthetically significant is quite justified.



Application of isomorphic system used for expression is also very productive. Since expression, understood as a strengthening function is more expressed on syntactic level [5], it appears to be quite relevant to place stress on means of expression, which include lexical, word forming and syntactic ones. In the first place those based on the phenomenon of syntactic homogeneity: lexico-syntactic (gradation, antithesis) and actually syntactic (period, syntactic parallelism and others). The phenomenon of syntactic homogeneity is inherent in a simple extended sentence, as well as in complex sentence and super phrase unities. This makes it possible to organize rhetorical figures on the basis of simple and complex sentences and complex syntactic whole (CSW). Here we deal with the phenomenon of syntactic isomorphism, covering syntactic units of different levels. For example, gradation can be organized by homogeneous parts of a sentence, homogeneous predicative parts of a complex sentence, parallel sentences in CSW and fragments of a text (fairy-tale «Ivan Vodych and Mikhail Vodych», «Fairy Tale about the Turnip» and others). Doing tasks in certain sequence - from observation of examples in context, editing imperfect texts, studying of differences between constructions of different levels to creating examples on a model and independent production of texts with constructions under study - have all shown their efficiency [6]. It seems quite relevant to connect the study of system of expression of certain semantic universals in the aspect of speech development with the existing classification of toposes.

It is possible to illustrate the phenomenon of isomorphism on the example of category of comparison.

Interestingly enough, such language palette of expression of comparative relations is characteristic of many languages. As observation has shown, languages (Russian, Ossetian and English) feature a branched system of means of expressing comparison on different levels: lexical, word forming, morphological and syntactic. Most frequently used are such means expressing comparison as: steady comparisons, word-formation models with the meaning of comparison, prepositional-nominal combinations with the meaning of comparison, isolated phrases with the meaning of comparison, complex sentences with comparative subordinate clauses, asyndetic sentences and complex syntactic whole with comparative relations between its parts. For several years the author together with her colleagues has been teaching individual groups of semantically and stylistically inter-connected units of language, specializing in expressing a certain semantic category, in higher educational institutions of North Ossetia and were able to confirm the efficiency of assumed principle.

Conclusion

The system of teaching linguistic means expressing certain semantics as a system while studying a non-native language should be developed with consideration of ranking difficulties of training and with understanding of need for gradual formation of language and speech competence. The focus of this methodical system is on the formation of skills of correct and relevant use of data units in the students' Russian speech and that is achieved through consequent study of semantics, structure and stylistic significance combination of given constructions in the Russian language and their interchangeability [7].

Observation and analysis at work with texts becomes of paramount importance, students should have «the opportunity to analyze the above-mentioned concepts in various contexts of literary works, feel their associative links with other words, their emotional fullness» [8].

A two-stage system of training is expedient: at the first stage students should learn to identify these constructions in a text, be able to define their semantic proximity, at the second one they should be able to use these constructions in their own speech in the non-native language. It is important to teach students correct use of studied constructions in speech.

Effectiveness of these training techniques is explained by its consideration of specificity of isomorphic groups in the Russian language (in accordance with which the goal, task, place and contents of training in regional high school have been defined); theoretical information and speech exercises, aimed at teaching functionally stylistic awareness of isomorphic means have been organically incorporated in the syllabus.

One of the most important conditions of the efficiency of the system in foreign language audience is taking into account the perception of object of training by the students - non-Russian language speakers, i.e. specific regularities of formation of language and speech skills. Development of students' speech relying on the system of isomorphic constructions, transmitting certain semantic universals, on proposed methodology is intended to improve the quality of students' connected statements, the constructions used by the students language will become more diverse, the accuracy,



correctness and the expressiveness of students' speech will improve.

The main concepts of the techniques developed by us are:

Study of isomorphic constructions of the Russian language in interrelation, with accent on possible means of expression of one meaning, with the analysis of these differences in the system of the studied language and in comparison with similar means in the native language.

Functional approach to the study of isomorphic constructions; study of language units in the context of texts of different style and genre accessories with the analysis of shades of meanings, functional and emotionally expressive connotations.

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