LINGUISTIC GUESS AS THE FACTOR OF STUDENTS' SUBJECT COMPETENCE DEVELOPMENT

[a]A.R. ZABOLOTSKAYA[*], [b]N.G. SIGAL, [c] N.F. PLOTNIKOVA, [d]M.V. ASMOLOVSKAYA

Kazan Federal University, Higher School of Foreign Languages and Translation, Institute of International Relations, 18 Kremlyovskaya street, Kazan 420008, Russia
email: [a]alzab_19@mail.rum, [b]info@prescopus.com [c]info@ores.su,[d]russia@prescopus.com

Abstract. Developing international contacts and present socio-economic realities require a high level of proficiency in a foreign language even from students of non-linguistic specialties. The linguistic guess is considered a significant component of the compensatory competence and one of the linguistic skills necessary for active language learning. In this article, the linguistic guess is regarded as a developed linguistic skill, which is the result of all learning and life effects, participating in the independent semantization of language units using various types of verbalised or non-verbalised supports. The mechanisms of formation and development of linguistic guessing among students of non-linguistic specialties are determined. The main semantic supports contributing to the final semantization are analysed. The role of derivational elements which lead to the successful implementation of a linguistic guess during translation is revealed. The interrelation of language guess with context is substantiated. the possible phased work on this skill.

Key words: international contacts, socio-economic, compensatory competenc, linguistic skills

1 Introduction

The problem of linguistic guess is not new to the Methods of Foreign Language Teaching. The mechanisms of its occurrence, formation and development were considered in due time in the works of Berman I.M. (Berman, 1970), Rogova G.V., Rabinovich F.M., Sakharova T.E. (Rogova, Rabinovich, Sakharova, 1991), Bolshakova N.G. (Bolshakov-3, 1977); (Bolshakov-4, 1977) and others. At present, this problem is still relevant and requires detailed study. As is known, the primary purpose of teaching a foreign language is the formation of communicative competence, which has a multi-component character and includes linguistic, sociolinguistic, strategic, sociocultural, discursive, social and, in particular, compensatory competences. The development of such skills as language guess, forecasting, abstracting, interchangeability of lexical units in the information exchange is determined by the compensatory competence (Teplova, 2014). Language guess being one of the essential components of compensatory competence leads to the activation of a chain of mental operations that ultimately allow a student to semanticize an unfamiliar lexical unit, both in writing and in oral speech. The skill of semantization is considered to be an integral part of foreign language communication (Dudova, 2018).

In addition, in the conditions of the modern world, a graduate of a university must possess the skills and abilities of translation activities, including, among other things, comprehension of specialised professional-oriented texts. Therefore, one of the main directions in teaching a foreign language to students of non-linguistic specialities is reading and analysing texts, the subject and content of which are similar to the student's professional sphere of interest. In this case, the trainee's ability to guess the meaning of unfamiliar words, based on the logic of constructing phrases and sentences in the target language, analysis of word-formation elements and context, plays a unique role. Possession of this skill greatly facilitates the work with the text. Firstly, it saves time, which could be spent on searching for a lexical unit in the dictionary. Secondly, methodologists note that concepts with "guessed" meaning are usually remembered easier than those concepts, the meanings of which are memorized purposefully. Besides, it is much easier for a student with advanced language guessing skills to pass any part of the English language exam, such as reading, listening and speaking practice because he surely meets unfamiliar words, the meaning of which should be revealed. It is evident that a language guess is a useful skill, the development of which facilitates the study of a language and also increases the foreign language proficiency level.

2 Methods

In the methodology of teaching foreign languages in the broadest sense, the term "language guess" means the skill of self-semantization, that is, the ability to reveal the meaning of an unfamiliar word (word combination). According to A.P. Kuleshova, "a language guess, which results from all learning and life influences and experiences, is a developed linguistic skill participating in independent semantization of language units and taking into account various kinds of verbalised or non-verbalised supports" (Kuleshova, 2009). For the development of language guessing skills, it is essential to form the ability to recognise semantic supports. Semantic supports, as a rule, are classified depending on their belonging to linguistic and non-linguistic phenomena. A.V. Parakhina identifies supports of a linguistic nature, including international vocabulary, basic word-building elements, studied grammatical constructions, and extralinguistic supports (Parakhina, 2009). According to the researcher, extralinguistic supports include the international scientific symbols, schemes, formulas, graphs, drawings, knowledge of the whole considered in the text matter, proper and geographical names. All of them provide a semantic guess.

A.S. Karton identifies three groups of such types of prompts, dividing them into intra-language, interlanguage, and extra-lingual supports (Karton, 1976).

Non-linguistic prompts derive from the knowledge of facts and phenomena of reality which signs of time, place, proper names; or listing the days of the week, seasons, months in a particular sequence. (For example: Istanbul is the only city in the world located on two continents – Europe and Asia. If a student knows the translation of the words city, world, continent, then it is quite easy for him to guess the meaning of the word located, especially since the Russian language has the word "location" with the meaning "the place where something happens or is situated "). It is clear that the extra-linguistic guess does not arise spontaneously; it is directly related to the person's life and linguistic experience. It is subjective since the hint for one student at the same time remains an unrecognised lexical unit for another. However, special exercises for training make this property of the thinking process more manageable. The sphere of scientific knowledge or the area of life which the text belongs to can also act as an extra-language hint. For instance, second-year students studying geology who are already familiar with the terminology of their speciality are able to give a correct and adequate translation of the sentence "In a conglomerate the particles are angular" (Titova, 2000) (Even if they do not know the meaning of the word "angular", it is restored from the context).

Borrowings, international words, phrases formed according to a general word-building, syntactic and semantic model (social, academy, progress, clerk, contact, energy, journal, problem, consultant, university, etc.) refer to interlanguage hints. International words, as a rule, do not cause difficulties in use. Their meanings are easily determined both in context and in isolation. This also applies to those cases when proper names begin to be used as nominal, for example, the names of literary heroes. In this case, a student needs to have a particular outlook to correlate the name of the hero with the speech situation in which this name is used.

3 Results

Intra-language hints are connected with a specific grammatical category of the word and its function in the sentence. The word-formation elements, which act as intra-language clues, play a leading role in the development of language speculation since most of the words have a morphological appearance and are formed according to one or another word-formation model. Intra-language clues are associated with a specific grammatical category of a word and its function in a sentence. The word-formation elements, which act as intra-language clues, play a

leading role in the development of language speculation since most of the words have a morphological appearance and are formed according to one or another word-formation model. The productive methods of word formation in the modern English language include the following: 1) affixation: suffixation and prefixation; 2) conversion; 3) composition; 4) abbreviation/shortening. An analysis of geological texts, usually offered to students for translation, shows that an average of 150–200 cases of use per thousand words are derived words, 30–40 examples are complex words. There are also isolated cases of conversion. Graphic abbreviations of Latin origin usually represent abbreviations. Therefore, at the initial stage of training derived words formed according to specific word-formation models should be chosen as educational lexical units for the development of a guess (Bolshakova, 1977). It is necessary to teach students to identify the roots, suffixes, prefixes, as well as to determine their meanings and carry out the transfer of already known to similar cases. If students are not able to consciously distinguish the constituent parts of words, they do not correlate words to a common root; they do not perceive derived words as related. For the formation of these skills, students can be given an illustrative basis in the form of a scheme containing most common word-formation elements. Quite a common mistake is to perceive the word in isolation. Language, the vocabulary of a language is a system of interconnected elements. Therefore, translating an unfamiliar word, a student can try to include it in one or another group of familiar words based on some common features. Students should understand that the word-formation component forming the word is also present in other words with the same meaning. And if they know the meaning of the word root (or of the generating base) and the word-formation element, in some cases they can guess the meaning of the word. For example, when studying professions related to the oil and gas industry, new lexical units can be introduced on the basis of a familiar model for students: V + er / or = noun (profession): driller, welder, supervisor, operator, (land) surveyor, etc. (Naunton, 2011).

The structure of the English language at the same time facilitates the assimilation of new words (since the structure of the word is visually presented) and makes it difficult (since there are numerous models). That is why, the key for the semantization of the word is the context in which the word is used.

Being extremely important for practical language acquisition the development of a linguistic guess through context is an effective way to present and semanticize new words, along with using visibility and working with monolingual and bilingual dictionaries (Bolshakov, 2007), synonyms dictionaries, followed by active training of a separate word in various contexts.

We consider the context as the minimum segment of speech, necessary and sufficient to determine the possible meanings of using a polysemantic word. At such approach, the semantization of a new for the student linguistic phenomenon is possible through different types of contexts: 1) the lexical context representing a set of lexical units, words and fixed phrases which take part in determining the meaning of a lexical unit (a heavy load, table - "heavy"; heavy rain, wind, storm, snow - "strong"); 2) the grammatical context in which the meaning of a word is clarified using the words with which it is combined (the meaning of the word "make" - "make somebody do something" is derived from the following structure: make + the / noun + verb (make somebody laugh, make somebody work; the meaning of the word "make" - "to become" is derived from the structure: make + adjective + noun (to make a good wife, to make a good teacher); 3) the extralinguistic context, which is the case when the meaning of a word is determined through immediate speech situation.

Methods of Foreign Language Teaching offers a wide range of techniques and methods for the development of language guessing.

It is necessary to take into account some aspects of students' successful linguistic guess development while studying a language in class. First of all, it is necessary to pay attention to the

mechanisms by which learners form a guess, to the presence of a basis by which the associative perception of the language occurs. It is also necessary to take into account the language proficiency level. Work on the development of linguistic guess varies with the low and high level of language proficiency.

Features of the work on the development of linguistic guess with a low level of language proficiency:

- The leading role belongs to the teacher; the teacher must raise the basic notion in the student's mind (in some cases with the attraction of visualisation).

This is due to the fact that at the initial stage of learning, when the accumulation of the active vocabulary is just beginning and the students are not good at speaking, reading, pronunciation, graphics of the English language, it is difficult to familiarize yourself with the words in the process of conversation and listening to connected speech. Therefore, at this stage, the methods of revealing the meaning in which the central role belongs to the teacher prevail (Radhy, 2019).

- Using graphic images of words and phrases.

The graphic representation of words and even phrases also contributes to the rapid and durable memorization of the material.

- Introducing context.

At this stage, the development of a linguistic guess through the context is considered to be the most difficult for a teacher and the most important for practical mastering of the language. In this situation, the character of the text is also essential.

- Reliance on the native language and the student's sense of the native language, through which recognition of a lexical unit takes place.

The student, recalling his experience of learning his native language and relying on the feeling of his native language, attempts to assimilate a lexical unit.

Features of the work on the development of linguistic guess with a sufficient/high level of language proficiency:

- The perception of a word is based on the knowledge of word formation.
- Acquaintance with the word through consideration of its components.

The perception of words in the case of proper language proficiency should be more profound, based on the knowledge of word formation; therefore, whenever the nature of the word itself makes it possible to explain it with the help of word formation, the consideration should begin with the word's constituent parts.

- Identifying the word's meaning through the context.
- Reliance on a foreign language.

It involves the use of definitions for interpreting the meaning of a word, words with similar word-formation elements, as well as synonyms and antonyms.

When selecting exercises for the development of linguistic guess, it is advisable first of all to deal with cases that have a particular coincidence in the language being translated and, therefore, provide more opportunities for the development of a language guess, moving on to matters that do not have such correspondences and impede the formation of linguistic guess. This approach supposes the work consisting of some stages.

The first stage is working with words that coincide in form and meaning with the words of the target language. For example, the suffix "-ant/-ent" is not productive in English, but it is present in a number of words with the meaning of a person or object in Russian (consultant, assistant, correspondent, oxidant). For medical students studying Latin in parallel with English, the analogy with this language is useful, because borrowing

Latinisms belonging to common or professional vocabulary throughout the development of English has led to the fact that the vocabulary of the modern English language contains an extensive layer of Latin origin words (Krasnova, 2018). At the same time, cases of borrowing medical terminology with complete coincidence are quite frequent: radius, apex, bronchus, glomerulus. However, in some cases, there is a change in pronunciation (as is the case with the word "thorax"), which can lead to speech errors. When borrowing, the coincidence of the forms of a word may be partial. Even in cases of falling out of the ending (vitaminum - vitamin, persona - person, musculus - muscle), replacement of the ending (therapia - therapy, curo - cure, usus - use), substitution of letters in the root of the word (cura - care, tabuletta - tablet, febris - fever), adding the ending (suffix), adopted in English (palpatio - palpation, finis - finish, solutio - solution) changing the form does not affect determining the meaning of the word.

The second stage is working with words with simple deducibility of meaning. These are the cases when the meaning of a word is derived from a combination of the meaning of the root and word-forming affixes. In some cases, preliminary work is needed to get acquainted with the meanings of affixes (Golkar et al, 2014).

The third stage is working with words, "complicated with structural differences attributable to words with complex deducibility of meaning, as well as working with false cognates understood as a false association which occurs when rethinking a word and creating an image based on it" (Pavitskaya, 2017). Secondary meanings of the word, in some cases far from the original meaning, may make it difficult to translate or lead to an incorrect translation (depression: 1) depression; 2) deepening. ("The inner concave margin of the kidney presents a deep depression…").

For the development of linguistic guess, the following types of exercises involving word-formation models are used: imitative, differentiated, substitutional and transformational.

Imitation exercises are exercises in which to perform a specific task it is necessary to find language forms, lexical units in the sample and use them without changing. Developing linguistic guess exercises include those that combine words, formed according to one word-formation model or one word-formation method and demanding to make up a new word according to a given pattern. At the initial stage, it is logical to start with exercises combining words formed according to one word-formation model or one word-formation method:

- Verb + tion / sion / ion = noun: to contract – contraction; to expand – expansion; to crystalline – crystallization.
- Adjective / noun + en = verb: flat – to flatten, strength – to strengthen; length – to lengthen.
- Verb + able / ible = adjective: to combust – combustible, to change – changeable; to bear – bearable.

Differentiating exercises are exercises on distinguishing the structure, form, meaning of linguistic phenomena. This type includes numerous activities involving translation of derivative words into Russian based on the semantics of the root, prefix, and suffix; the selection of morphemes, that is, the decomposition of the word into familiar significant parts; the formation of derived words based on data roots and affixes; definition of parts of speech by word-formation elements; selection of the appropriate interpretation of the derived or complex word. All kinds of differentiating exercises can be divided into three groups:

- Exercises which are aimed at the distinction of the structure and form of language signs. Differentiation of the structure of characters is done according to a pattern or on the basis of rules and includes the decomposition of a word by a student into familiar significant parts, that is, the selection of morphemes.

- Exercises which are aimed at differentiating the meanings of linguistic phenomena. It implies a definition instead of translating an unfamiliar word and allows a student to switch to an actual English-language experience that can suggest an approximate meaning.

- Exercises aimed at distinguishing the use of linguistic phenomena in speech, which implies listening to audio and watching videos.

4 Summary

Substitutional exercises are exercises in which the substitution of lexical units into the structure of a grammatical form takes place. Tasks of this kind contribute to the distinction between derived words with the same root, belonging to different parts of speech. Depending on the level of preparedness, you can offer exercises with or without the support of appropriate words:

1) This is _____ better than that. In fact, there is really no _____.
2) Scientists have made _____ tests on the new drugs (a) incomparably; b) comparison; c) comparative).

Transformational exercises - exercises that require a certain transformation of a given structure. Transformational exercises are classified according to the method of transformation: exercises for the replacement of language units, their expansion or reduction. Examples of transformational exercises developing linguistic guess are:

- Exercises on the conversion of words belonging to different parts of speech with following their semantization (a head - to head a delegation).
- Exercises on the selection of synonyms for the derived word (easily-readily, primarily-chiefly).
- Exercises aimed at replacing the phrase with the corresponding compound word.

In view of the above, we can say that it is necessary to carry out purposeful step-by-step work on the formation and development of the linguistic guess of the students, necessary for further successful mastering the language.

Acknowledgements

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