

The Valuable Potential of the History of Learning Turcisms in Russian Language¹

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Abstract

The article is devoted to the study of words of Turkic origin as a means of shaping students' value attitude to the vocabulary of the Russian language, educating students of the aesthetic perception of words-Turcisms. According to the authors of the study, the borrowed words from the Turkic language culture form a significant layer of the vocabulary of the modern Russian language, allowing to realize the formation of the value potential of the students' personality. Turkic words form the value potential of a person in case that they are included in the structure of a person's worldview and are brought into use. Therefore, the purpose of this study is to study various words of the Turkic origin, in which the history of our people is reflected in different eras. Thus, the authors of the article examine in detail various groups of Turkic borrowings. In addition, the scientific article presents an analysis of the dictionaries of Turcisms in the Russian language, which allows us to trace the phonetic, morphological, lexicosemantic changes that Turcisms was undergone changes during the transition to Russian. From the linguistic and methodological point of view, according to the authors of the study, the study of vocabulary of Turkic origin expands the vocabulary of students; develops communicative and linguistic and cultural competence of students, the formation of the value potential of the individual students. The study of borrowed words from the Turkic language culture allows the teacher to reinforce students' knowledge of the Russian language vocabulary, to expand the vocabulary of students; contributes to the development of their speech, logical thinking; instills love for the Russian language; arouses interest in its study.

Keywords: Borrowing; Turcism; Original Turcism; Historical Turcism; Linguistic Methodology.

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1. Introduction

The modern system of teaching Russian language at school is an adjusted system: new approaches are being formed to defining the goals and principles of education; the school becomes multiple-option, flexible, and more responsive to students' needs. In modern linguodidactics, a number of closely interrelated modern educational approaches (personality-oriented, humanistic, anthropological, acmeological, cultural, and axiological) aimed at the development of the value potential of the individual students in the educational process are considered priority development fields.

Each of these approaches, as reflected in the works (see: Lu et al., 2017; Erofeeva, 2018; Shkurko et al., 2017; Volskaya et al., 2018; Rakhimova et al., 2016; Matveeva & Fatkhutdinova, 2016), allows us to consider education as a socio-pedagogical phenomenon, which is reflected in its main ideas: universality and fundamental nature of humanistic values, unity of goals and means, priority of the idea of freedom (Radhy, 2019).

The Russian language lesson is focused on introducing students to the aesthetic sense of word understanding, to forming a valuable, careful attitude to the word in students. In the modern linguistic method, when studying the Russian language, it is traditional to distinguish two sides. The first side of the value attitude to the subject, to culture is based on knowledge and ideas and can be mastered as rationally (aware, understand) as emotionally (feel). The second side concerns feelings - feelings of love for language, for culture, which arises in a sensual, emotional way on the background of interest in language and culture (where it is interesting, emotional feeling is higher).

In order to comprehend the content of the value potential of the Russian language vocabulary, the teacher often refers to borrowed words, the study of which is of the greatest interest to students. A sufficiently large number of words have a borrowed origin. Words are borrowed from whether Western or Eastern cultures. Acquaintance of students with borrowed words (*in our study, acquaintance with the words-Turcism*) is an important and significant stage in the development of the vocabulary of the Russian language.

2. Methods

Understanding of Turkism as an important layer of the Russian vocabulary predetermined complex application of traditional and modern methods of research. For a modern lexicological study, a systematic approach is of great importance. In this paper, a systematic approach to the analyzed material is manifested in the fact that individual words of Turkic origin are studied as part of thematic groups. With such an approach, the tasks of identifying processes that allow detecting the presence of consistency in vocabulary are put in the forefront. The main research methods are:

theoretical (the study and analysis of the literature on the research problem); *descriptive* (description of materials of dictionaries, their content, features); *comparative* (comparison and comparison of data on Turkic elements recorded in different periods); *method of observation over language material* (determination of the nature of use, frequency of use and functional qualities and properties of lexemes).

3. Results and Discussion

Borrowing words from the Turkic language culture constitutes a significant layer of the Russian language vocabulary, although no one has done accurate calculations of the number of borrowed words in the Russian language. Ancient Russian ancient manuscripts mainly chronicle and, to a lesser extent, artistic works, preserved anthroponyms, ethnonyms and toponyms of the ancient Turks of Eastern Europe. The Turcisms in the Russian language are words borrowed from the Turkic languages into Russian, Old Russian and Proto-Slavic languages in different historical periods. Through the Turkic languages, words of Arabic and Persian origin with the linguistic status of Turcisms (for example, the owner or *sofa*, *kiosk*, *halvah*, etc.) also fell into Russian (as well as Western European languages).

Some borrowings (for example, the Russian word *sail* goes back to the ancient Greek *pharos* (*faros*) with the same meaning; the word *zhemchug* from the Turkic language has so firmly taken root in the Russian language that their foreign-language origin is only revealed through linguistic analysis.

Chronologically, we can distinguish several layers of Turkic borrowings:

1. Turcism borrowed from the Proto-Slavic language (for example, *chisel*, *merchandise*, *idiot*, etc.);
2. Old Russian borrowings of the pre-Mongol period (for example, *boyar*, *marquee*, *bogatyr*, *gang*, *pearls*, *koumiss*, *horse*, *mule*, *horde*, etc.);
3. Old Russian borrowings from the Turkic languages of the Golden Horde period (for example, *coachman*, *label*, *Cossack*, *ecasoul*, *guard*, *cheers*, *dagger*, *chieftain*, *saber*, *cat*, *money*, *treasury*, *treasurer*, *master*, etc.);
4. Borrowing XVI-XVII centuries (*head*, *flaw*, *pencil*, *porcelain*, etc.).
5. Borrowing of the XVIII-XX centuries (for example, *aida*, *plum*, *peanut*, *hobnob*, *persimmon*, *skullcap*, etc.).

It is interesting to emphasize that in Western European languages a number of words were borrowed from Turkish, denoting "Eastern" realities. By the means of the western languages they came into use of the Russian language. For example, *sofa*, *jasmine*, *astrakhan*, *kiosk*, *sofa*, *tulip*, *turban* and others.

In 1976, the Dictionary of Turcisms in Russian, compiled by Shipovoy (19976), who became at that time the result of the collection and systematization of

material relating to the study of the Turcisms of the Russian language and including about 2000 words. However, according to experts, “the dictionary is somewhat overloaded with dubious or clearly not proven etymologies (Shipova, 1976).

In 2005, the book of Yunaleyeva (2005), “Turcisms in the Russian classics: a dictionary with textual illustrations”, where for the first time in the national lexicography there is a complete set of Turcisms, their derivatives and phraseological units formed on Russian base. The dictionary documents the features of the functioning of Turcisms in the Russian speech system on the basis of the work of nineteenth-century Russian writers. This is a new type of dictionary that has no analogues in the modern lexicography.

In order to more accurately, corresponding to the true origin of the words of the definition of the boundaries of the term “Turcism”, all Turcism is divided into aboriginal and historical:

1. aboriginal Turcism - the Turkic words used in Russian, which belong to their own, relatively original vocabulary of the Turkic languages;
2. historical Turcism - the words of originally non-Turkic origin that have penetrated into the Russian language from the Turkic languages, were learned by the Turkic languages from some other language (Iranian, Arabic, Mongolian, etc.).

The words of Turkic origin are diverse in subject and penetrated into all semantic groups of vocabulary. So, Turcism means: natural phenomena and geographical concepts (*snowstorm, dune, gully, aryk*, etc.), plants (*reed, jasmine, watermelon, banana*, etc.), household utensils (*cauldron, arba, lasso* and etc.), clothes (*dressing gown, zipun, caftan, beshmet*, etc.), animals, birds (*albatross, chipmunk, donkey, golden eagle*, etc.), food, drinks (*kaymak, koumiss, ayran, coffee*), etc. Turcisms expanded the administrative-socio-economic terminology: *Khan, Esul, Emir, Treasury, Aimak, Vilayet, Vizier*, etc. Part of Turkism - words associated with religion: *Islam, dervish, Bedouin, Gyaur*, etc.

It is known that Turkisms, getting into the Russian language, are subject to phonetic, morphological, lexical-semantic development.

The lexico-semantic development is provided by the following semantic processes:

- by underextension and specifying the meaning: *balyk* - “salted and dried up spinal part of red fish” (cf. Turkic, tat., Bashk. - fresh fish); *bakhcha* - a field planted with watermelons, melons, located in the steppe, far from the manor (in the south), *bashtan* (cf. pers. - kindergarten, bashk. - vegetable garden);
- a stretch of language: fist - 1. Hand, clenched to strike; 2. In various machines - a detail having the form of a protrusion, pushing resulting

in the movement of those or other mechanisms (tech.); 3. A well-to-do peasant exploiting fellow villagers; 4. Transfer miser; hag - 1. Crow; 2. Evil old woman, witch.

A certain part of Turcisms go the way of stylistic acquisition, this is facilitated by the development of figurative meanings: noodle - 1. a heavy hammer for crushing stones and rocks (tech.); 2. cone, thickening at the end of the stick, batons (region); 3. stupid man, idiot (razg. Bran.); Biryuk - 1. lone wolf; 2. Snooze sullen, unsociable man; tower - 1. watchtower of the fire station to monitor the occurring fires; 2. Snooze about a person of very tall (talking, joke) (Fatkullina & Suleymanova, 2015; Mohammad et al., 2018).

4. Summary

Many Turkic words enriched the synonymy of the Russian language: *the market - bazaar, crow - hag, village - aul, cart - arba, guest - kunak, foreigner - gyayur, snowstorm - buran, channel - aryk*, etc. Turcisms became part of many Russian phraseological units: *not a pound of raisins, throwing beads in front of pigs, like an arshin swallowed, a market woman, take a pencil, give free rein to fists, fire tower, watch it, look at it, Allah knows it*, etc.

Turcisms are often used in proverbs and sayings: “One cloak, and that one of the baths was carried away” (hoodie); “To whom is the cross, to whom is the rosary” - (the cross); “There is in an anbar, it will be in a pocket” - (anbar); “Do not feed with rolls, and do not hit in the back with a brick” - (brick); “The head is pure, so the moshna is empty” - (head); “Arshin for caftan and two for patches” (arshin); “Guard shouting”, “Under the shoe of his wife” (guard, shoe); “To trade without money, how to eat without salt” - (money); “Arshin for cloth, and a jug for wine” - (arshin); “On the road and father to son, comrade” - (comrade); “Forgive, cap, and hat for nothing” - (cap); “Who thinks about profits, and who about bribe” - (profit); “With a penny commodity you cannot profit the ruble” - (the commodity), “The gilded arc, harnessing the belt, and the horse not fed” - (the horse); “The horse is full - the hero, the hungry (hungry) - the orphan” - (the hero); “Al is a sweet color to the whole world” - (scarlet); “Not to the host’s guests, but to the host’s guest to thank” - (the host), and others - which also testify to the development of the borrowed word in Russian.

The folklore material shows unique originality of folk culture in its specific phenomena and teaches us to understand the artistic language with which the meaning of folk sayings was expressed. Through oral folk art is developed different types of culture as an integral part of the world cultural and historical process.

The study of vocabulary of Turkic origin as part of the language of oral-poetic works can give a lot to solve the more general problem of Turkic borrowings in the Russian language as a whole.

In the context of the formation of the value potential of the individual, the most fruitful is the use of different methods, techniques, learning technologies aimed at the formation of the emotional-value experience of the individual. For example, in the process of learning Turkic words in Russian language lessons, the following methods can be used:

- the method of conversation (heuristic, reproducing, communicating, summarizing), which involves a dialogue between the teacher and the students mainly on the issues of the teacher. The conversation activates the students' mental work, maintains attention and interest, develops speech;
- method of observation over the language - the solution of cognitive tasks. Varieties of cognitive tasks are learning and cognitive ones (the teacher proposes a problem and solves it himself, showing the students the way and the course of its solution); training and cognitive (students solve problems similar to those shown); search and cognitive (students independently solve problems).
- method of working with scientific reference and fiction literature, involving the preparation of a plan by students, abstracts, writing essays by students, preparation of a report.
- research method, which is interpreted in modern didactics as follows. It is intended to provide, firstly, the creative application of knowledge, secondly, mastering the methods of scientific knowledge in the process of finding these methods and applying them. Thirdly, it forms features of creative activity. And, fourthly, it is a condition for the formation of interest, the need for such kind of activity, because outside the activity there are no motives that manifest themselves in the interest. Activity alone is not enough for this, but without it, this goal is unattainable. As a result, the research method provides a full-fledged, well-understood, operational, and flexibly used knowledge and forms the experience of creative activity.
- creative method that assumes for formation of the aesthetic sense at the lessons of the Russian language creative exercises play an important role that provide the teacher with a field for the development of children's observation, visual ability and the development of accuracy and figurativeness of speech. Students can, for example, create their own text; write an essay on proverbs and sayings, which is a reflection of the culture of the Russian people (Litnevskaya & Bagryantseva, 2006; Alekseeva, 2002).

5. Conclusions

During the lessons of the Russian language in the process of the formation of the value potential of the personality of the students, the following objectives are fulfilled: the development of the “sense of the word” among students, formation of aesthetic linguistic taste; acquaintance of students with the metaphorical speech; enrichment of students' speech with verbal images, rather than with isolated words; analysis of words in the texts of works of art, proverbs, sayings, riddles, collocations; deepening understanding of poetic images.

Indeed, the lesson of the Russian language has unlimited possibilities of educating students in the love of the beautiful, because the language is one of the most wonderful features of humanity. To master speech, to learn to think, means to join the human race, its culture.

The study of Turkic loanwords expands the student's vocabulary, allows teacher to enhance knowledge of the culture and cultural artifacts of the country of the language being studied; fosters tolerance; develop the linguistic and cultural competence among the students. In addition, the study of borrowed words from the Turkic language culture allows the teacher to consolidate students' knowledge of the Russian language vocabulary, to expand the vocabulary of students; contributes to the development of their speech, logical thinking; transfuse a love of Russian language to students and arouse interest in his study.

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