

Lingo-Didactic Potential Derivation Syntagmatics in Russian Language

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Abstract

The article deals with the specificity of syntagmatic relations in the word-formation system of the Russian language. The subject of the study is the typical derivational chains and their part-of-speech patterns as a methodologically relevant means of teaching the language. The aim of the work is to reveal and describe the linguodidactic potential of word-forming syntagmatics in the Russian language, reflected in simple and complex (typical) units of the word-formation system. It has been established that the typology of derivational chains reflects the hierarchy inherent in the units of the word-formation system. Typical chains are correlated with categorical models – the units of a higher level of abstraction, taking into account the partial status of derivatives. Different types of combinations on the basis of the similarity of structure and semantics are characteristic of these units. Their regularity and reproducibility in the Russian language demonstrates the degree of word-formative productivity of various parts of speech. The typical derivational chains allow the teacher to demonstrate the system properties of lexical units, which is important for the formation of linguistic competence. The comprehension of the laws of Russian word-formation makes it possible to reduce the number of words necessary to memorize and thus creates the prerequisites for the potential enrichment of vocabulary. The study of parts of speech within the framework of typical derivational chain, namely by the sequential introduction of cognate words into the active vocabulary of students, promotes the realization of the principle of continuity of learning – from word formation to morphology and syntax, which ultimately leads to the learning of new words.

Keywords: lingo-didactics; The Russian language; Syntagmatics; Word formation; Derivational chain; Derivational relations.

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1. Introduction

The word-formation system of any natural language can be interpreted as a set of interconnected and interdependent elements, which are characterized by two main types of relations: syntagmatic and paradigmatic, see (Aikhenvald, 2007; Dixon, 2010).

The presentation of these relations at the lessons of Russian as a foreign language plays an important role in the learning process, in particular, in the intentional learning of new vocabulary, see (Erofeeva, 2015; Rakhimova and Yusupova, 2016). The derivative vocabulary, as a rule, is always receptive, because, from the point of view of cognitive linguistics, in receptive processes thought moves from the form of the word to its content. Students can derive the meaning of a word using various linguistic strategies, for example, by analogy with typical derivational models and derivational means, see the comparative characteristic of word-building and morphological means in different languages (Gruyter, 2015; Lieber and Štekauer, 2014).

In this connection, the subject of our study was typical derivational chains and their part-of-speech patterns as a methodologically relevant crutch of learning the Russian language. According to E. S. Kubryakova, the emergence of a new linguistic sign always reflects the desire to substitute one essence for another in such a way as to facilitate mental (thinking) processes in the human mind. “By replacing complex and expanded cognitive structures with the help of a linguistic sign, we are able to operate with them in our minds with greater ease, for we substitute them for only one symbol”. Such symbol is a derivative word that acts as a regular means of verbalizing different concepts.

The aim of the work is to find out and describe the linguodidactic potential of word-forming syntagmatics in the Russian language that is reflected in simple and complex (typical) units of the word-formation system.

Let us specify that in the theory of derivation, the simple units of word formation include the morpheme (the meaningful part of the word) and the very derivative word (derivate). Complex units are the family of words – “a set of words, characterized by the same root and ordered by the relations of derivation” (Tikhonov, 1985) - and its constituents: the derivational chain and the word-formation paradigm. If the word-formation paradigm is a set of derivatives having the same derivative basis and being on the same level of word-building, for example: жечь → сжечь, дожечь, разжечь and others; лететь → лётчик, летный, вылететь, прилететь, улететь and others, then the derivational chain is defined as “a row of words that contain the same root and that are related to each other by the relations of sequential derivation” (Tikhonov, 1985): жечь → поджечь → поджигать → поджигатель →

поджигательница; лететь → перелететь → перелёт → перелётный. The derivational chains differ from each other in length, composition, and a certain sequence of words comprehended in it.

2. Methods and Materials

The work applies general scientific and linguistic research methods: analytical-descriptive, structural-semantic, prospective derivational analysis, comparative-typological method. The material for analysis is “The Dictionary of the Russian Language” (Tikhonov, 1985) and other lexicographic sources.

3. Results and Discussions

Modern linguistics views syntagma as a two-term structure, each component of which is related to the other component as being determined (principal) to the determining (non-principal), see for details (Carstairs-McCarthy, 2010).

Syntagma is a direct manifestation of the discrete properties of linearity of speech, it is the result of the unification of one-level units that follow one another, and therefore “syntagma” is a concept of less abstractness than the concept of “paradigm”.

The issues of word-building synthesis are important for teaching the Russian language as a non-native language, especially in “a polyethnic environment” (Lukankina *et al.*, 2017). The students need to demonstrate that each derived word is “an internal syntagma”: a binary combination of a motivating base and a formant: писа/тель, при/ходить, холод/н/ый. The combinations of morphemes within a word form a linear, syntagmatic relationship: нормал/из/аци/я, перв/о/про/ход/чик. Such units of language are referred to substantial because they are physically materialized segments of the speech chain. Each polymorphic derivative can be expanded into a word-building chain. For example, the adjective нов/о/при/обрет/ённ/ый is the result of three stages of derivation: обрести → приобрести → приобретённый → новоприобретённый. The adjective по/за/про/шл/о/год/н/ий, that comprehends 9 morphemes (two of which are root) is the result of only two stages of derivation: год → прошлогодний (from прошлый год) → позапрошлогодний.

In Russian, there is a quite legitimate point of view, according to which a derivational chain as a complex unit reflects the syntagmatic relations of one-root words. The syntagmatic relations, unlike the paradigmatic ones, take a linear character, therefore G. P. Neshchimenko treats derivational chain as “a linear expansion of the word-formation act”. In her opinion, “the derivational chain is a horizontal fixation of successive derivational steps, terminated by the corresponding derivational phase (the functional cell of the derivational chain associated with a certain categorical word-formative meaning), the number and sequence of which can vary” (Neshchimenko, 1987).

It can be assumed that the idea of the linear character of the derivational chain arose from the influence of purely external impressions: chains are presented, as a rule, horizontally, which gives the impression of “linear”, i.e. syntagmatic relations.

At the same time, there are the grounds for considering the relations between the members of derivational chain to be paradigmatic, since it is a collection of word-formative pairs. Every second member of the previous pair in the chain is the first member of the succeeding pair. Thus, the following derivational pairs form a single derivational chain from the initial link to the final one: земля → приземлить; приземлить → приземлиться; приземлиться → приземление.

The members of derivational pairs include a common (identifying) component – the producing base, as well as the formants, opposing, differentiating the original word and its derivatives. Consequently, this gives the grounds to qualify relations in derivational pairs (and in the chain on the whole) as syntagmatic, and as paradigmatic: земля → земляк → землячество; земля → земной → неземной → неземное; of the specifics of paradigmatic relations (Pounder, 2011).

In this case, it should be emphasized that the concepts of syntagma and paradigm in the language system are interrelated and interdependent: paradigm in the full complex of all its links and relations is understood against the background of syntagma and in comparison with it, and vice versa.

In fact, the word-forming paradigm is a set of word-building syntagmata (the derived words) with the same member – the motivating basis. In other words, each member of the opposition is simultaneously comprehended in both horizontal and vertical chain of units. This state is a manifestation of the unity and interconnectedness of syntagmatics and paradigmatics in word formation.

In general, the phenomenon of consistent derivation of words, in our view, should be interpreted as a manifestation of derivational syntagmatics. The procedure of establishing and ordering the relations of the formation of words entering the family of words is complicated by its two-dimensional (syntagmatic and paradigmatic) extending. It is important for the students to understand that derivational chains and paradigms in their totality form a complex, hierarchically organized structure of the family of words.

A linguo-didactic description of the derivational chains of the Russian language supposes the introduction of the concept of “a typical chain” into the scientific discourse. It is found in the study that different groupings based on the similarity of structure and semantics are characteristic for such units, but the typical one is formed at least by two derivational chains that are identical in terms of the formal-semantic properties of the components that make up it: овраг → овражистый → овражистость, бугор → бугристый → бугристость, гора → гористый → гористость.

The results of our analysis show that the typical derivational chains arise in semantically identical initial words, for example, in the words of one lexical-semantic group, in synonyms and antonyms. Thus, the following

derivational chains are formed from the names of seasons in the Russian language: весна → весенний → по-весеннему; лето → летний → по-летнему; осень → осенний → по-осеннему; зима → зимний → по-зимнему.

The derivational chains can be called typical if they are formed on the basis of the initial words referring to the same part of speech. They should have the same number of links, related in a certain sequence and characterized by the commonness of the method of word-formation, i.e. contain the same formants and express the same word-formative meanings.

High and low degree of regularity is inherent in typical derivational chains: жулик → жульничать → жульничество; мошенник → мошенничать → мошенничество; паяц → паясничать → паясничество; день → днeвать → днeвка; ночь → ночевать → ночевка; день → дневной → дневник → дневничок; ночь → ночной → ночник → ночничок.

The typology of these groupings is carried out at different levels (principles) of generalization. The most abstract is the grammatical principle, on the basis of which it is possible to single out derivational chains having the same part-of-speech structure. As is well known, word formation of parts of speech is characterized by different productivity of derivational words, gradation by the number of derivatives included in their composition, different representation of synchronous and diachronic ways of word formation, fixedness of specific word-building types for parts of speech, and different distribution of lexical and syntactic derivations in them.

Thus, one part-of-speech pattern “verb” → “verb” → “noun” includes, for example, the following chains: аттестовать → переаттестовать → переаттестация; дислоцировать → передислоцировать → передислокация; организовать → реорганизовать → реорганизация; конструировать → реконструировать → реконструкция.

The part-of-speech pattern “noun” → “adjective” → “noun” includes the following chains: грация → грациозный → грациозность; артист → артистич/ный → артистичность; поэт → поэтич/ный → поэтичность.

The substantive chains can include the words with subject-attitudinal meaning and possessive adjectives: дядя → дядюшка → дядюшкин; тётя → тётушка → тётушкин; вдова → вдовушка → вдовушкин.

In the Russian language typical derivational chains which include imperfective and perfective verbs, as well as the participles, are formed from the adjectives: крепкий → крепить → прикрепить → прикрепленный; тесный → теснить → притеснить → притесненный.

In the Russian language there are more complex part-of-speech patterns, for example, “adjective” → “verb” “prefixal verb having the perfective aspect” → “suffixal verb having the imperfective aspect” → “participle” → “adverb”: “глухой → глушить → оглушить → оглушать → оглушающий → оглушающе; слепой → слепить → ослепить → ослеплять → ослепляющий → ослепляюще; бодрый → бодрить → ободрить → ободрять → ободряющий → ободряюще.

Thus, it can be argued that in the Russian language there are typical derivational chains, characteristic for each part of speech. They allow the teacher to demonstrate the systemic properties of the derived lexical units, which is important for the formation of the linguistic competence of foreign students.

4. Summary

Among the linguo-didactic problems connected with the study of word-building syntagmatics in the Russian language a special place is occupied by the principles of typology of derivational chains. Each derivational chain is the most important structural component of the family of words. Nevertheless, these types of associations are characterized by different types of groupings based on the similarity of structure and semantics. The very presence of typical derivational chains demonstrates the degree of word-forming productivity of various parts of speech.

Specific chains the initial words of which refer to the same part of speech, have the same number of links, the same sequence of derivatives with the same formants, expressing the same type of word-formation semantics form a typical derivational chain.

The system of derivational chains of the Russian language reflects the hierarchy inherent in the units of the word-formation system. In it, specific derivational chains are grouped into typical ones, which are characterized by regularity and reproducibility. The typical chains are correlated with categorical models – the units of a higher level of abstraction, considering the part-of-speech status of derivatives.

5. Conclusions

Gaining insight into the laws of Russian word-formation makes it possible to reduce the number of words necessary for memorization, and thus creates prerequisites for the potential enrichment of the vocabulary of the students. The study of parts of speech within the framework of a typical derivational chain, namely by the sequential introduction of cognate words into the active vocabulary of the students, promotes the realization of the principle of continuity of learning – from word formation to morphology and syntax, which ultimately leads to the learning of new words.

The process of acquisition of the derived vocabulary can be optimized through the presentation of word-formation paradigmatics and syntagmatics. The analysis of derivational relations at the level of the internal structure of the derived word, as well as within the complex units of word formation, is an effective and methodologically well-taken method of learning the language.

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