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LEARNING FOREIGN WORDS OF LATIN ORIGIN IN RUSSIAN LANGUAGE CLASSES AT HIGHER EDUCATIONAL INSTITUTIONS

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Nasirova Barno Tashpulatovna

Teacher of the Academy of the Ministry of Internal Affairs of the Republic of Uzbekistan

ABSTRACT

The purpose of this article is to analyze the methodology for studying words borrowed from Latin in Russian lessons. The process of forming the vocabulary of the Russian language is long and complex. The question of the origin and development of the dictionary, the ways of its development is closely related to the history of the Russian people. The composition of the dictionary, like the modern Russian language as a whole, in the form available at the moment, is the result of a long development, the product of a number of periods.

KEYWORDS

Interaction, mastering, adaptation, foreign language word, expedient study, mechanical memorization.

INTRODUCTION

The main layer of vocabulary material in the modern Russian language is the original Russian vocabulary. It makes up about 90% of all words. An original Russian word means any word that arose in the Russian language or was inherited by it from an older source language.

Foreign language, that is, borrowed words in the vocabulary of the modern Russian language, although they do not exceed 10% of the total vocabulary, represent a fairly large layer. (Borrowed should be understood as any word that came into the Russian language from outside, even if, in terms of its constituent morphemes, it is no different from the original Russian words). This is explained primarily by

the centuries-old trade, economic, political, and cultural ties of Russians with other states. The Russian people loved and knew how to learn from other peoples. Throughout its history, the Russian language interacted with other languages - European and Asian, borrowed many words and expressions, mastered them, remade them in its own way, and rejected unmastered and unnecessary ones.

In general, borrowing or mastering foreign words is their adaptation to Russian graphic and linguistic norms. Several types of this development:

- 1) graphic consists in the fact that foreign words begin to be expressed in Russian letters;
- 2) phonetic is the adaptation of a foreign word to the norms of Russian pronunciation. (Alien sounds are replaced by our own.);
- 3) morphological mastery of foreign words leads to their acquisition of grammatical meanings characteristic of the Russian language, and the ability to change (inflect and conjugate) according to the laws of Russian morphology. At the same time, foreign words can receive Russian affixes: терраса (латинское terra), зондировать (французское sonder). In the process of morphological development, the gender of a word can change: Greek word politika – среднего рода, а русское политика – женского рода. The number can be rethought: русское локон – единственное число, а немецкое Locken –

множественное число. The belonging of a word to one or another part of speech may change: кредо < латинское credo “верую”, омнибус < латинское omnis “весь” – omnibus “всем”. When mastered, a phrase can turn into one word: латинское res publica “общественное дело” - республика, латинское pro forma “для формы” - проформа. In the process of mastering, some semantic features can be replaced in the meanings of words: латинское caminate “помещение с камином” – русским комната “жилое помещение”.

Since the main issue of this article is the study of words of Latin origin in Russian language lessons, then, of course, we are interested in borrowing specifically Latin vocabulary.

Several periods of transition of words of Latin origin into the Russian language can be distinguished:

- 1) Byzantine period (X-XI centuries). At this time, everyday vocabulary (meal, sandals), names of plants and animals (cumin, cedar, beet, crocodile), proper names (Flor, Yulia, Akulina, Antonina, Valeria, Victor, Vitaly, Claudia, Clara, Konstantin) are mainly borrowed, Marina, Matrona, Natalia, Polina, Pavel, Pulcheria, Regina, Renata, Emilia, Valentina, Victoria, Innocent, Roman, Titus).
- 2) Already in the 15th century, Latin was an international language.

Internationalisms are foreign words that have the same meaning in many other, including unrelated, languages and are created mainly on the basis of Greek and Latin morphemes (association, bureaucracy, demonstration, inertia, intellectual, classification, communism, culture, morality, nation, popular, press, proletariat, reform, specialist, telephone, utopia, civilization, energy and others). The main part of internationalisms consists of terms of science, technology, socio-political life, economics, literature, art, and sports. Therefore, it was in Latin that most scientific works and works of fiction were written during this period. Latin was also widely used for liturgy.

3) In the 16th century, Latin and Greek began to be studied in schools. In this regard, there is a predominance of terminological borrowings (antonyms, synonyms, etc.).

4) In the 18th century, thanks to the foreign policy of Peter I, the most intensive borrowing of Latin words from European countries took place, that is, through intermediary languages. For example, lieutenant - from the German Leutnant, which goes back to the Latin locum tenants "holding a place"; major - from the German Major, which goes back to the Latin "larger"; reform - from the French reforme, which goes back to the Latin reformare "converter".

5) 20th century. Until now, the Russian language is replenished with words derived from Latin roots (vocabulary, manual therapy, radio, presidium, microcalculator).

Also in modern Russian, among borrowed words of Latin origin, a large place is occupied by calques (hydrogen from the Latin Hydrogenium, where Hidro is "water", and genium is "genus"), semi-calques (vegetarian from the Latin Vegetarius + suffix ec), and barbarisms (Alma Mater, Post Scriptum, popular expressions: tabula rasa; terra incognita; cogito ergo sum; in vino veritas;

As can be seen from the above, this process covers a long period.

Based on the results of this table, we can confidently say that about 50% of the vocabulary words studied are of Latin origin. There are also many borrowings from other languages in the textbooks. It turns out that many words that we constantly use came to us from Greek, German, and French. Consequently, there is an opportunity to clearly show the Russian language as one of the world languages. We are a small part of a huge world, and threads stretch from our native words to all world languages. Therefore, it is quite advisable to study "difficult" words based on etymology. This will not only allow students to avoid rote learning, but will also help them remember the spelling of the word "for life," which is very important, since modern

schoolchildren now receive a lot of information necessary for memorization. Some people can easily learn everything, but most often the student experiences difficulties. Therefore, it is the etymological analysis of words that contributes to improving students' literacy, enriching their vocabulary, and developing their speech.

Sometimes it is precisely thanks to knowledge about the origin of a lexical unit that one can easily and accurately write a word with an unverifiable, at first glance, unstressed vowel. So, for example, the word captain with an uncheckable spelling can be checked. It came into the Russian language through Polish mediation from Latin, where caput means "head". Literally, captain is the commander (head) of the ship. And etymology helped us verify this word.

Or in the word sanatorium, where the first unstressed a is verified by the Latin word sanus - "healthy", and the second unstressed a - by the Latin sanare - "to treat".

The lexical unit candidate, which came into the Russian language through Polish from Latin, where candidus has the meaning "snow-white". The candidate literally means "dressed in white clothes." (In Rome, applicants for public office wore a white toga.) Thus, we not only checked the spelling of the word, but also learned interesting information from Roman history.

The word interior came into Russian through French mediation from the Latin language, where inter means "inside." Thus, we checked the unstressed vowel and.

Or the lexical unit colossal, where with the help of the Latin colossus "large statue" you can check not only the second unstressed o, but also the double spelling of the consonant etc.

The Latin terra "earth" can simultaneously test two letters in words such as terrace, territory: the vowel e and the double consonant r.

Let's look at some examples. The second unstressed vowel and in the word initiative can be verified by the borrowed initium - "beginning". Or, for example, the lexical unit literature comes from the Latin litera - "letter". Therefore, literature literally means "writings." Here, it is with the help of etymology that the spelling of an uncheckable spelling and spelling is explained.

The spelling of the word university is explained by the Latin universus "whole, common."

Now let's look at the list of vocabulary words for class 7. Officer (unverifiable and) from officium - "service". Literally, an officer means "an employee." Signal - from the Latin signum, which means "sign".

The word demonstration was borrowed in the Petrine era from the Polish language, where demonstracja goes back to the Latin monstrum "to show".

So, from the above examples we see that thanks to the skillful use of knowledge about the origin of words, students will most likely not make such spelling errors as copitan, sonatorium, candidate, enterier, colasal, tiras, tiretoria initiative, leteratura, university, officer, signal, demonstration. Therefore, it is very important that the teacher explains that with the help of etymology, even dictionary words can be checked, considering them as words with unstressed vowels at the root, verified by stress. For example, vita - vitamin, monstero - demonstration, manus - manicure, candidus - candidate, vermis - vermicelli, discipulus - discipline, fontis - fountain, dotseo - associate professor, orno - ornament, filia - branch, aqua - aquarium.

This type of work helps to consolidate in the minds of students information about the origin of “difficult” words, and develop the skill of writing words that cause difficulties, having previously selected a test word.

It is also important that throughout the school year, while working with borrowed vocabulary, students use a dictionary of foreign words and keep their own dictionaries of foreign words, where they write down the lexical units encountered in the exercises. Then, independently or with the help of the teacher, they replaced them with the corresponding Russian words. And at the end of each topic studied, it is necessary to highlight such foreign words for which it is impossible to find corresponding Russian synonyms.

In addition, the task of a real teacher is not to stop only at the traditional program. It is important to plan the lesson so that there is time for additional interesting information aimed at increasing the students' intelligence.

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