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THEORETICAL AND ETYMOLOGICAL BASIS FOR STUDYING NUMERALS IN RUSSIAN LANGUAGE LESSONS

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ANNOTATION

Theoretical and etymological foundations of studying numbers in Russian language lessons for students of non-philological universities and their use in the language reflect the main content of the article.

The work widely covers the issues of using a methodology consisting of elements of etymological analysis, serving for the ideal knowledge of the origin of numbers and their historical foundations.

KEY WORDS: *numbers, Russian language, methodology, morpheme, etymological analysis, morphological structure, semantics, language competence, skills, word formation processes.*

ТЕОРЕТИКО-ЭТИМОЛОГИЧЕСКИЕ ОСНОВЫ ИЗУЧЕНИЯ ЧИСЛИТЕЛЬНЫХ НА УРОКАХ РУССКОГО ЯЗЫКА

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Аннотация

Теоретико-этимологические основы изучения чисел на уроках русского языка для студентов нефилологических вузов и их использования в языке отражают основное содержание статьи.

В работе широко освещены вопросы использования методики, состоящей из элементов этимологического анализа, служащих для идеального познания происхождения чисел и их исторических основ.

Ключевые слова: *числа, русский язык, методика, морфема, этимологический анализ, морфологическая структура, семантика, языковая компетентность, умения, процессы словообразования.*

ENTER

At present, due to the fact that the number of hours spent on Russian language classes in national schools is less, in some cases there is not enough time to study grammar rules in depth. This is the fact that the students entering the non-philological higher education institution face difficulties in mastering the rules of the language in the Russian language classes in the future, and it must be said that the need to improve the students' level of linguistic competence determines the urgency of our work.

By analyzing the appearance of numbers and their morphemic structure, it serves to understand their essence. Students learn the history of a word or morpheme, get the necessary information about them using etymological dictionaries, and study the etymological aspects of numbers by comparing them with numbers in other foreign languages. Determining the semantic relations of numbers with other words, determining their historical forms are the main elements of the methodology.

The use of this method helps students to master the material consciously, activates their attention and improves the skills of independent study of phenomena from a linguistic point of view. The results of using this method show that students quickly memorize numbers and their spelling, which is especially helpful in learning the grammar of their native language. The introduction of theoretical and etymological analysis in the lessons helps to develop linguistic intuition, to further expand the vocabulary of students and to increase their general literacy, to connect modern language practice with the historical processes of the formation of numbers.

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One of the main tasks of the methodology of teaching Russian language to students of non-philological higher educational institution is to search for effective teaching methods in learning spelling and numbers. Today, the problem of literacy is traditionally considered one of the most difficult, because, even we have to say, many Russian language specialists do not have absolute knowledge in this area. Most of our Russian language teachers actually have only a relative level of knowledge about spelling and punctuation. Unfortunately, even today, this problem is becoming urgent, because there is a general trend of a slight decrease in literacy. The main reasons for this are the fact that students do not read enough fiction, and the science teacher's inability to make the lesson interesting in Russian language classes. As a result, the use of the most necessary traditional methods of teaching spelling and numbers is ineffective, and there is a need to develop new approaches to practice that help improve cognitive interest in language [1].

The issue of effective teaching of numbers in classes requires special attention. Traditional educational materials for students with a poor knowledge of the Russian language in some cases do not have specific methods of working with numbers, but are limited only to the suggestion to see and remember them. However, such a method is generally inefficient for two reasons: firstly, there are too many exceptions regarding number and spelling, and secondly, learning without understanding the structure of sentences is a time-consuming and tedious process. Good mastery of the material requires the use of other methods [2].

One of the effective ways to study numbers is to use elements of etymological analysis. This method, in turn, helps students to consciously perceive the writing and origin of numbers in training, which greatly facilitates their ability to remember numbers to a certain extent. Etymological analysis also helps students develop an interest in the language being studied, as it allows them to delve into the history of words and understand why certain numbers are written the way they are. This method can be successfully used not only in training, but also in other areas of language learning, especially when it comes to numbers [3].

It is worth noting that nowadays elements of etymology have been included in educational literature, but these materials are still far from a systematic approach. For example, in the textbooks of L. M. Rybchenkova [4], one can find historical information and facts about the origin of individual words and numbers, as well as explanations of exceptions to the rules. However, the full use of etymological analysis is definitely up to the science teacher. In order to effectively use this method, the teacher should have a good knowledge of the language he is teaching, the history of its culture and spirituality, the ability to work with etymological dictionaries and the ability to conduct etymological analysis.

The use of etymological analysis of numbers in Russian language classes among non-philological students can be organized in the form of exercises that develop students' linguistic intuition, expand their worldview, and make the memorization process more interesting. In addition, the historical overview, which is often used in the study of the Russian language, is important, but not sufficient. It pays more attention to getting to know the general trends of language development than to a deep analysis of numbers and their etymology [5].

It is necessary to fulfill a number of conditions for the etymological analysis of numbers in Russian language classes in non-linguistic higher educational institutions. First of all, the teacher should have a deep knowledge of the history of the country and people whose language is being studied and should have the skills to work with etymological dictionaries. It is also necessary to recognize the need to find active and effective ways to keep students interested in learning the Russian language in connection with its history. When choosing material for historical analysis, it is important to take into account its practical direction and to attract only etymological information that helps to explain the internal logic of numerical and spelling norms. It is necessary to systematically carry out etymological analysis in the lessons, to take into account the age and educational characteristics of students. The use of etymological analysis in the study of numbers can be an effective means of increasing students' literacy and expanding their vocabulary. Such exercises regularly give good results [6].

METHODOLOGY

The study of numbers in Russian language classes among non-philology students requires the use of special methodological approaches. One of the promising methods is, of course, the use of etymological analysis. Etymological analysis greatly helps students not only to understand the form of a word, but also to determine its original meaning, origin and method of formation. In order to effectively use this method in the audience, it is important to follow a series of sequential methods that help to consciously learn the material [7].

THE MAIN STEPS OF THE METHOD

The use of etymological analysis in the study of numbers includes several main steps:

- Introducing the etymology of the origin of the word or morpheme. At this stage, the teacher touches on the origin of numbers and encourages them to find information independently from etymological dictionaries. This may include an analysis of the origin

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of numbers from other languages that have been borrowed into Russian. For example, you can look at how numbers are formed from ancient roots, how they change over time, and how they relate to other words.

- Choosing words with the studied morpheme and analyzing their meaning. Together with the students, the teacher chooses words with the same morpheme or root as the studied numbers and determines their meaning. It helps to form associative thinking in students and helps to remember the word better due to the establishment of semantic connections.
- Correcting the scheme of related words. After analyzing the meanings in the course of the lesson, the science teacher offers to make a diagram showing historically related words. This diagram allows you to visualize the connection between numbers and other words, revealing their common etymological roots [8,9].

Making sentences with learned words. At this stage, students' language knowledge and skills are strengthened. They make sentences using numbers, which not only helps them to repeat their spelling, but also to expand their vocabulary.

Using Illustrations and Problem Situations

An important variable part of the methodology is the use of visual aids and problem situations. For example, to introduce a problem situation, you can start a lesson by displaying a picture of an object related to a number, where students express their relationship to the number, its meaning, and its origin. Problem tasks stimulate cognitive activity and keep students interested in learning.

Step-by-Step Implementation of The Technique

At the first stage, students are shown an image of an object whose name is associated with a number. A science teacher writes an unknown number on the board without spelling, which causes students to solve the problem of correct spelling. Students choose other words with similar morphemes and analyze their meaning to help them make connections between the numbers they are learning and other words. The teacher gives historical information about the number, writes the missing letters on the board. In summary, students make sentences with learned numbers to combine the material [10].

RESULTS

The use of etymological analysis in Russian language classes among students of non-linguistic higher education institutions is an important tool for improving literacy and learning the structural features of numbers. Below, the authors describe the main steps of the technique with a detailed description of each step and examples to demonstrate its effectiveness.

1. To introduce students to the etymology of numbers during the training

At the first stage, the science teacher introduces students to the history of numerals and their historical foundations, and pays attention to changes in the language. For example, for the number "forty", it is explained that its modern meaning is related to the Old Russian word meaning "a bundle of 40 skins". This allows students to understand where the number comes from and makes it easier to remember its spelling.

Example:

The number "forty" comes from the Old Slavic word "sorak", which originally meant a bundle of furs consisting of 40 units.
In the explanation of the number "ninety", when it is said that the number is made up of "nine tens", students will easily understand the logic of writing the number.

So, it can be seen that here the science teacher helps students understand that numbers are not arbitrary words, but historically based units of language, and contributes to the formation of the ability to remember them.

2. Choosing words with the morpheme studied in the lessons and analyzing their meanings

In the lessons, the science teacher makes it possible to work with the selection of words that use the same morpheme as in numbers. Of course, lexical units play a big role in this. That is, it can be an analysis of number or number-related lexical units. For example, the numbers "hundred", "hundred years" have a common root related to the concept of "hundred". In order to make the lesson more interesting, the science teacher emphasizes that in order to make the students of the group more actively participate in the activities, they can use free texts to find the words with this morpheme independently from the texts and analyze their meanings.

Example:

The number "Thousand" is associated with words such as "Thousand", "Millennium". Students will discover that all of these words refer to the number 1000, which will help them understand the word better.

Example diagram:

The number "Seven" - "all words are related to the root "Seven", and their origin is related to the ancient symbols of numbers and cultural traditions and national values. In general, the number "Seven" is associated with Many folk proverbs emphasize that the

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number "Seven" comes in a positive sense. allows you to see how they are historically related to other words, which helps you understand them better.

3. Compose sentences with the participation of the numbers learned in the lessons
Consolidation of students' learned materials is a phenomenon that ensures the quality of the lesson. This is the main purpose of this stage. In doing so, students reinforce the material by using the learned numbers in context and creating sentences and small stories that help to further strengthen spelling.

Example:
- In ancient times, forty furs were considered a special element of national and cultural values.
- Our ancestors have been honoring thousand-year-old values.
- The captain of the army led the soldiers to the fortress for the protection of the city.

In general, the more students write, the more words they will practice and retain in their memory.

5. Using illustrations and problem situations

The use of problematic situations in training in turn leads to ensuring the effectiveness of training. During the lesson, the teacher shows the image of an object related to the number to the students and asks them to clarify the meaning and etymology of this number.

Example:
The teacher can show a video about the ancient values of the Russian people about the fur bundle and ask the students about the tradition associated with the number in this tradition. (answer: "forty"). Such a method is one of the active forms of education, which stimulates students' interest in the subject.

Debate
We have discussed the etymological methods of studying numbers in the lessons above. The use of etymology in the study of numbers allows students to deepen their knowledge of the structure of the number system of the language, while stimulating their analytical thinking and linguistic intuition. develops. Numbers are a phenomenon with a complex morphological and semantic structure that has been formed in linguistics for centuries. The etymological analysis of numerals shows that the historical basis of their origin and historical evolution indicates the study of their interaction with other Indo-European languages. For example, scientists have observed that the numbers "two" and "three" show a clear parallel with their analogues in ancient Greek ("dōo", "tréîs") and Latin ("duo", "tres"), which indicates their common proto-language. . The use of etymological methods in lessons helps students to understand not only the internal form of numbers, but also the reasons for their phonetic and morphological changes. For example, the word "forty" historically referred not to a specific number, but to a measure that helped explain its difference from other numbers. In addition, etymology improves the outlook of students and allows them to further expand their knowledge of the history of the language and the cultural values of the people.

Consequently, the effective use of etymological methods in Russian language classes will expand students' linguistic knowledge and make the study of numbers deeper and more meaningful.

Summary
Summarizing the above-mentioned points, it should be noted that the study of numbers in Russian language classes in non-philological educational institutions is of great importance in the formation of their linguistic competence. Including elements of etymological analysis in the teaching of numbers leads to the improvement of students' spelling literacy and their general linguistic awareness.

The use of etymological analysis in Russian language classes in non-philological higher educational institutions is one of the methods aimed at developing students' logical thinking and activating their attention, which has a positive effect on the thorough mastering of the material. .

The results of this method show that explaining the correct writing of numbers in training helps to significantly improve students' knowledge. Etymological analysis activates various cognitive processes, which makes the study of numbers a meaningful process that involves the logical thinking of students, rather than a mechanical one.

Therefore, our method, based on the study of the origin of numbers, expands the worldview of students, introduces them to historical processes.

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