ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ «КАЗАНСКИЙ ГОСУДАРСТВЕННЫЙ МЕДИЦИНСКИЙ УНИВЕРСИТЕТ» МИНИСТЕРСТВА ЗДРАВООХРАНЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

Кафедра иностранных языков

ТРАДИЦИИ И ИННОВАЦИИ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ

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ЯЗЫКОВЫЕ СЕМЬИ: РАЗВИТИЕ, ВОСПРИЯТИЕ, РАСПОЗНАВАНИЕ ЯЗЫКА

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LANGUAGE FAMILIES: DEVELOPMENT, PERCEPTION, LINGUISTIC RECOGNITION

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Аннотация: данное исследование фокусируется на выявлении связи между языковыми семьями в процессе их восприятия. Нами тестировалась способность к восприятию и пониманию русскоязычными и не русскоязычными респондентами похожести языковых конструкций, морфологии и созвучности языков одного происхождения. Установлено превалирование ответов на восприятие общих языковых черт иностранными студентами.

Ключевые слова: восприятие языка, языковые семьи, лингвистика.

Abstract: this study focuses on identifying the relationship between language families in the process of their perception. We tested the ability of Russian-speaking and non-Russian-speaking respondents to perceive and understand the similarity of language structures, morphology and consonance of languages of the same origin. The prevalence of responses to the perception of common linguistic features by foreign students was established.

Key words: language perception, language families, linguistics.

It is known that language families share similar morphology, grammar and logic of usage. When it comes to basic neurology, the hippocampus formation, which is responsible for memory support, makes it easier to bond the unique constructions from similar language families to each other in one's brain, in order to remember it easier and more efficiently [3]. Thus, speaking a second language severely increases one's abilities towards other languages of the respective language family and the logic of grammar and comprehension.

The recent studies have revealed that more age groups, actually, can present good results in language acquisition, instead of the usual disbelief that only at a young age we absorb the majority of the linguistic environment. If so, people would only be able to use primitive constructions for the rest of their lives. It is, in fact, less complex for younger age groups, such as kids and younger adolescents, to acquire a new language, due to their emotional perception of the world, greater visualization and imagination. Neurologically speaking, their brain is also not yet fully developed, so it adds noticeably more paths for the signal to pass to the crucial language responsible nuclei as well as to the vital language processing regions such as the Wernicke's [1] and Broca's area [2].

In comparison, adults' language is mainly lateralized to the left hemisphere, considering it is also a hemisphere of logic, association and memory. The fact is, with

age we are only acknowledging the complicity of language, sense the logic of it and build the association with the native or previously learned languages of the same family

Considering the gender, as long as studies confirm, despite hormones and other reproductive functions, differences have a place to be, but aren't that significant. The male brain tends to establish stronger connections inside one hemisphere, while the female's brain mainly switches between two of them, making it possible to connect language with other types of activities stronger and build a high-power network [4].

When comparing the languages, a key role is played by their origin, the history, gradual division and deviation of each branch of a language family tree. It brings a higher chance of understanding its cognate languages, because of the general logic and cultural background that unites them. For example, English German and Dutch come from a Germanic branch of the Indo-European Language Tree. Latin and Spanish are related as well by the Italic branch.

Nowadays, when English is gaining huge popularity in the world, English-speaking people can discover abilities towards the same branched languages, as well as medical students, who learn Latin respectively increase their chance of understanding Spanish. To prove this hypothesis we conducted a test among 2 or more language speaking medical students of KSMU, who answered 26 questions, containing vocabulary, grammar and general logic of such languages as German, Spanish, Dutch, Afrikaans and Italian in order to prove the existence of the subconscious bond in the brain, that perceives those languages as one unit and also to track the number of languages studied by a subject affects the quality of understanding of the material presented in the test.

The practical part of this study included creating a test on an online test platform consisting of multiple choice answers, short answers and detailed response questions. To be precise, in this study, the topics, that were tested were:

1. grammar and linguistic constructions;
2. language families;
3. general language skills.

The test was taken by 60 students of KSMU but respondents were divided into 2 groups: first – Russian speaking students, second – foreign students, in order to compare the two afterwards, due to the fact that foreign students in Kazan State Medical University not only obtain knowledge of at least one, considered native, language but also are in the acquiring process of 2 new languages (such as Russian, English). Thus during this study they are considered slightly more efficient.

The test was composed of 26 questions and contained multiple parts. To show the grammatical aspects and linguistic constructions of our theory we put forth mostly the languages that are related to English by the same language tree branch but at the same time are not so popular, such as: German, Dutch, Norwegian, Swedish, Danish, Afrikaans, in order to make the results more transparent. But the main reason we used the Germanic branch was because throughout history those languages made a contribution to the modern English language that is difficult to overestimate. As a result, the contestants of both groups showed good results in recognizing the tendencies which reaches our main goal – first, to present the correlation among the related languages and second, to assure people, in a practical way, that indicating similarities among the borrowed words, phrases, and parental languages is utterly beneficial for the learning process. It noticeably alleviates the acquiring act and moreover creates an extra hook for the long-term memory to remember the new word, when it is associated with the previously learnt one.

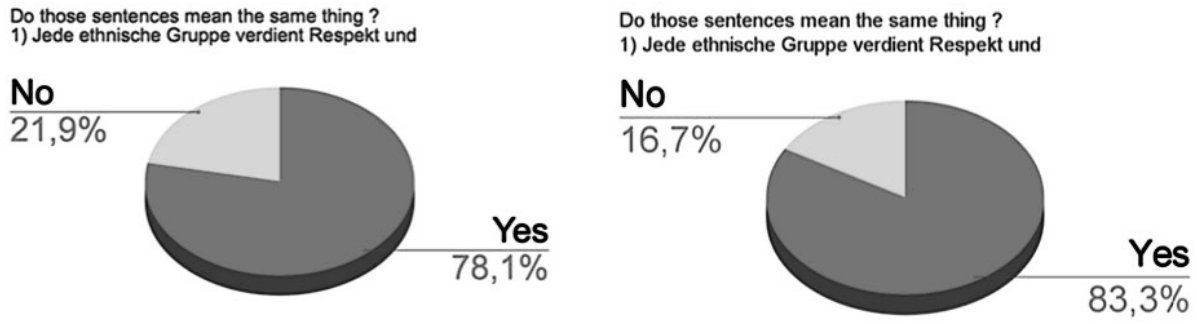

Figure 1. The distribution of the responses among two groups of the participants.

Following pie charts (see Figure 1) that are made based on the test results demonstrate that respondents from the second group who responded with longer experience in the linguistic area and wider range of languages showed better results in recognizing a totally new language. Specifically in this case, the question was 'Do those sentences mean the same thing? 1) *Jede ethnische Gruppe verdient Respekt und Gleichberechtigung* (German) 2)*Varje etnisk grupp förtjänar respekt och jämlikhet* (Swedish)'. The grammatical aspects allowed the respondents to guess the correct answer and as the result show 77,4% of the respondents from the first group and 83,3% from the second group completed the task successfully.

Another thing, except for grammatical – is the morphology of words, borrowings and their history. For these phenomena we decided to research another branch of the language tree, which tends to be way closer to the medical students. As all medical students learn Latin, the languages we chose for the next part of the test were: Spanish, Portuguese, French, due to their common ancestor with Latin - Italic branch of the language tree.

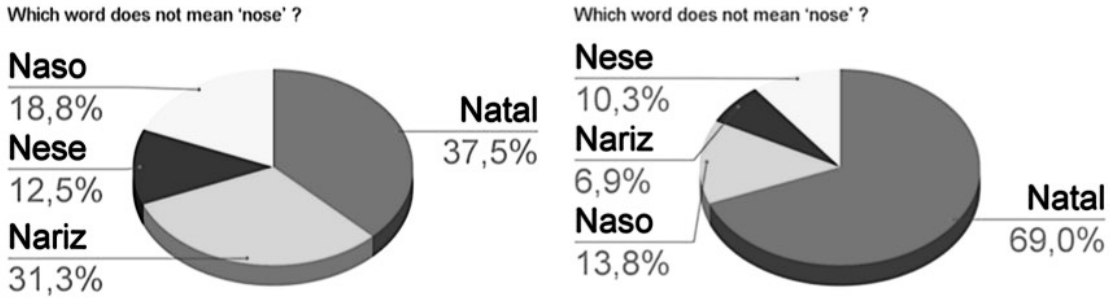

Figure 2. The responses obtained for the Roman language family languages.

We allowed the contestants to focus on the morphology of each word, and the alikeness of the smaller parts of the words. As after the syntax of the sentences comes the morphology, because the correlations can be found in any linguistic sphere, as it is spoken for centuries by humans, thus developed hand in hand respectfully. As the results show, the first group presented better results, in telling which word was the extra, which will be explained later. However most of the people from both of the groups guessed the correct answer (see Figure 2).

The last part of the test was about general skills of students in their approach to languages (see Figure 3).

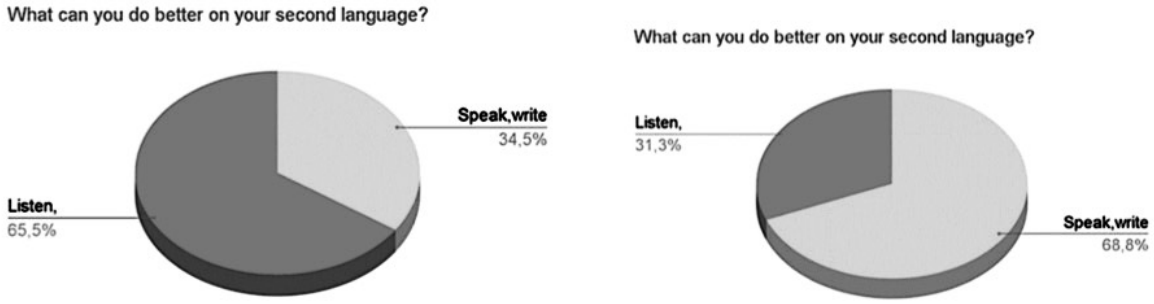

Figure 3. The distribution of the general skills among two groups of the respondents.

We consider that most Russian students consider themselves better at listening and understanding rather than speaking and writing, so their Wernicke's area is more active, as it is responsible for the comprehension of speech. That actually makes them more attentive at some of linguistic tasks, requiring telling things apart and finding the extra word. As they showed better results at the morphological part of the test. Meanwhile, the second group of the foreign students considered speaking and writing as their stronger points, which is making them more actively engaged in language processing and speech production. That is exactly what Broca's area is associated with. Thus the second group scored higher at tasks requiring grammatical effort, building the sentences, getting the structure of the language, and its core.

The results of our research work is presented in the following charts:

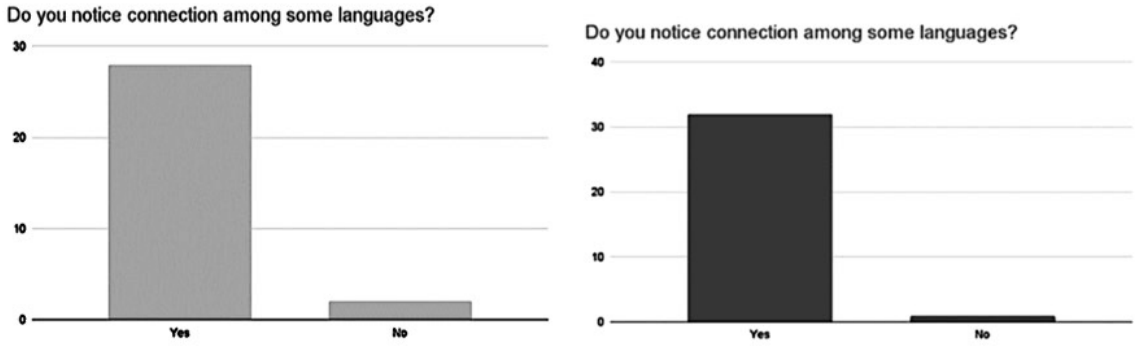

Figure 4. The perception of the language differences by both groups of the respondents.

In conclusion, both groups recognised the point, that was made in our research, all of the issues of the study were resolved, such as: the correlations were shown; the understanding of history of the language development was tested; language perception and how it disposes a person to a certain type of activity was proven on a practical basis and tested accordingly; all of the information was presented visually through the charts.

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СЛОВООБРАЗОВАНИЕ В МЕДИЦИНСКОЙ ТЕРМИНОЛОГИИ НА АНГЛИЙСКОМ ЯЗЫКЕ ДЛЯ ОПИСАНИЯ СИМПТОМОВ ЗАБОЛЕВАНИЯ

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WORDFORMATION IN ENGLISH MEDICAL TERMINOLOGY FOR SYMPTOM DESCRIPTION

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Аннотация: Данная статья рассматривает проблему терминообразования в области медицины. Актуальность темы обусловлена ростом влияния клинических заболеваний в обществе, обменом опытом с зарубежными специалистами др. Целью является систематизация основных тенденций и определение наиболее рациональных способов терминообразования, а также выявление их особенностей. В результате исследования были определены основные способы формирования терминосистемы в английском языке.

Ключевые слова: термин, способы словообразования, медицинская терминосистема.

Abstract: This article considers the problem of term formation in the field of medicine. The relevance of this topic is due to the growing influence of clinical diseases