



**METHODOLOGICAL FOUNDATIONS FOR DEVELOPING UNDERSTANDING OF
THE GENDER CATEGORY OF NOUNS AMONG TURKIC-SPEAKING STUDENTS**

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Annotation: The article examines the linguistic and methodological aspects of mastering the grammatical category of gender in Russian nouns among Turkic-speaking students. It highlights the difficulties caused by the absence of gender distinctions in Turkic languages, analyzes the causes of linguistic interference and typical errors made by learners. Based on a comparative analysis, the study identifies methodological techniques that facilitate the understanding and correct usage of gender as a grammatical category. Special attention is paid to communicative and cognitive strategies aimed at overcoming interference and developing stable grammatical skills.

Keywords: gender category, Turkic languages, interference, Russian grammar, RFL methodology, gender forms, linguistic competence.

The grammatical category of gender occupies an important place in the system of Russian grammar, serving as the foundation for understanding syntactic and morphological relations. It often marks the beginning of systematic grammar instruction in Russian as a foreign language. The challenges associated with mastering this category vary across linguistic audiences, depending on the structure of students' native language or the intermediary language through which Russian is taught. The greatest difficulties arise in audiences whose native languages lack a gender category — such as Uzbek. Errors in gender usage are among the most frequent and persistent among Uzbek learners. In contrast, for French-speaking learners, difficulties are fewer because French nouns already have two gender forms. Similarly, students whose native language is Bulgarian — which, like Russian, distinguishes three genders — face a different set of challenges due to non-coinciding forms.

Thus, the explanation of gender and the duration of training depend directly on the typological features of the students' native or intermediary language.

For Turkic-speaking learners, mastering gender is one of the most challenging aspects of Russian grammar. This is explained by the absence of a corresponding category in Turkic languages such as Uzbek, Kazakh, and Turkish, where nouns do not possess gender markers. As a result, linguistic interference arises, leading to incorrect agreement within Russian sentences.

Consequently, teaching the category of gender requires consideration of typological differences between Russian and Turkic languages. The problem has both theoretical and practical significance for teaching Russian as a foreign language (RFL), as grammatical competence forms a core component of the communicative approach.

As noted by V.V. Vinogradov, gender in Russian is “a grammatical category expressing the correlation of words with a certain type of agreement” [1]. Unlike natural sex, grammatical gender is an abstract feature of the word, not always coinciding with biological distinctions.

Researchers such as N.Yu. Shvedova, A.A. Zaliznyak, and L.A. Bulakhovsky emphasize that gender plays a crucial role in sentence organization: the gender of a noun determines the forms



of adjectives, pronouns, numerals, and past tense verbs [2; 3; 6]. Thus, gender serves as a system-forming category in Russian morphology.

In Turkic languages, gender as a grammatical category is absent. Therefore, it is essential for learners to conceptualize gender not as a biological attribute but as a grammatical feature governing agreement. Awareness of this distinction is the first step toward successful mastery of Russian grammar.

As shown by N.K. Dmitriev, A.A. Kim-Maloni, and L.Z. Shakirova, typical errors among Turkic-speaking students arise from the direct transfer of syntactic patterns from their native language into Russian.

Grammatical markers of gender in Russian include not only endings but also suffixes. For example, suffixes *-ость / -есть, -изн-, -от-* denote feminine nouns (*юность, свежесть, белизна, широта*), while *-тель, -арь* indicate masculine gender (*учитель, водитель, аптекарь*). Suffixes *-ств-, -ени-, -ни-* often signal neuter nouns (*студенчество, решение*).

At the syntactic level, gender determines agreement within word combinations and predicate units. The noun governs the gender of accompanying adjectives, numerals, pronouns, and past-tense verbs. Thus, correct gender identification is essential for accurate morphology and syntax.

Common interference-related errors among Turkic-speaking students include incorrect agreement patterns such as:

Я люблю смотреть в телевизор информационный программа.

Such examples reveal the need for systematic methodological guidance on identifying and marking grammatical gender.

In Uzbek, gender distinctions occur only in personal names and certain professional terms. Some male names acquire feminine equivalents through the suffix *-a* (*Firuz* from *Firuz*, *Rakhima* from *Rakhim*), or *-oy* (*Maqsad* – *Maqsadoy*). Similarly, female professional titles are formed with *-a*: *muallim* – *muallima* (“teacher”), *rais* – *raisa* (“chairperson”), *kotib* – *kotiba* (“secretary”), *murobbiy* – *murobbiya* (“educator”), *sho‘ir* – *shoira* (“poet”).

Highlighting these parallels helps learners establish cross-linguistic analogies and strengthens grammatical awareness.

Methodologically, teaching gender should begin with visual and contrastive exercises rather than abstract explanations. Recommended techniques include:

Comparative tables: *komnata* — *xona* (fem.), *slovar’* — *lug‘at* (masc.);

Games and agreement tasks: *moya mama, moy papa, moyo okno*;

Interactive tools: use of digital platforms such as Quizlet, Wordwall, LearningApps.

Following Z.F. Yusupova [8], grammar instruction in national classrooms should be functional, meaning gender should be taught in speech models rather than in isolation.

The optimal sequence for presenting gender is:

1. Feminine gender (*-a / -ya* endings);
2. Neuter gender (*-o / -e* endings);
3. Masculine gender (zero ending).

This sequence aligns with the cognitive logic of grammar acquisition, moving from simple to complex forms.

Typical errors among Turkic-speaking students can be classified as follows:

1. Morphological errors: incorrect gender identification (*moya brat, krasivoe zhenshchina*);
2. Syntactic errors: violation of agreement (*novyy kniga, staryy okno*);
3. Interference errors: transfer of native-language structures (*televizor informatsionnyy programma*).



These errors result from the absence of gender in the native language and insufficient development of agreement skills. To overcome them, a system of exercises should focus on identifying and reinforcing gender markers in context.

According to A.A. Kim-Maloni [5], stable acquisition of grammatical categories is possible only through active speech practice where gender forms are used in natural communicative contexts.

The success of teaching the grammatical category of gender to Turkic-speaking students depends on an integrated approach that combines theoretical understanding, practical orientation, and methodological flexibility.

The process requires both linguistic depth and pedagogical creativity. Effectiveness is achieved through contrastive analysis, visualization of grammatical forms, communicative practice, and learner reflection.

Comprehensive use of cognitive and interactive technologies fosters the development of durable grammatical skills, linguistic intuition, and the ability to overcome interference. A promising direction for future research is the design of digital learning platforms adapted to the national and linguistic characteristics of Turkic-speaking students.

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