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**ON TEACHING THE SUBJUNCTIVE MOOD FORMS
IN RUSSIAN HIGH SCHOOL: FROM THE EXPERIENCE OF A TEACHER**

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Abstract. The presented article deals with the problem of introducing the theoretical and practical material on the subjunctive mood forms' functioning in the officially recommended textbooks used in the Russian educational system. The authors present the analysis of these forms presentation and mastering within the books for high school students.

Keywords: grammatical category; paradigm; the indicative mood; the imperative mood; the subjunctive mood; complex sentence; adverbial clause.

Issues related to the mood instructing continue to be the focus of attention of modern grammar and methods of teaching English in Russian high school. It accounts for the fact that due to the peculiarities of this verbal category's historical development, it incorporates such features that make it difficult for understanding and explanation, moreover, the teaching of this material takes a large number of curriculum [7].

Mood is a grammatical category that expresses the author's attitude to the content of a sentence from the point of view of its reality, and whether the author of the statement considers the action to be real or unreal, desirable or doubtful, necessary or requested, etc.

In English, there are 3 types of mood: the Indicative Mood, the Imperative Mood and the Subjunctive Mood. As the teacher's practical experience shows, greater attention is focus on the grammatical forms of the indicative and imperative mood, while the forms of the subjunctive mood are studied only with the example of complex sentences with the adverbial clause of condition. However, the subjunctive mood is a complex phenomenon expressing unrealistic or hypothetical facts that can be considered as desired, necessary,

assumed or contradictory reality [6, p. 47] and realized within the structure of both simple and complex sentences with different types clauses. It predetermines the necessity of introduction to the curriculum of such techniques and methods for covering this material that could allow to study all other types of clauses functioning in this type of mood within the textbooks officially recommended for the Russian high school.

According to the subject results of the Federal State Educational Standard (later FSES) on a foreign language, students of high school should be able to work with foreign reference resources (for a basic level), and also should be able to study other subjects using a foreign language and perform various types of work with it (for in-depth study) [FSES]. Both courses imply that upon their graduation students will be aware of the peculiarities of a foreign language grammar (in this case – English grammar) of Upper-Intermediate level and above.

However, our analysis of current textbooks recommended by the Ministry of Education for Russian high school showed that 73.5 % of textbooks are congested with the indicative mood forms, offering students in-

formation about the peculiarities of the formation of the tense-aspect forms of a verb in the active and passive voices, while the forms of subjunctive mood are offered only in 8,3 % of the overall material. The theory of the subjunctive mood is given abruptly, without systematic representation of the correlation between types of adverbial clauses of unreal condition.

This idea can be proved by the fact that in the textbook "Enjoy English" by M. Z. Biboletova, E. E. Babushis, N. D. Snezhko, recommended for the 10th grade the first and second types of conditional sentences are introduced in the first term, the third type of unreal condition sentences is given in the second term, and, finally, the mixed type is recommended for the study by the authors in the third term. The theory on the forms of the subjunctive mood is no longer presented in the textbook of this series for the 11th grade [Biboletova, Babushis, Snezhko].

"Spotlight" by O. V. Afanasyeva, J. Dooley, I. V. Mikheeva, B. Obi, V. Evans gives more extensive information about the subjunctive mood when compared to the abovementioned "Enjoy English", namely: in the 10th grade the authors recommend to study 3 types of complex sentences with adverbial clause of unreal condition, as well as of concession. In the 11th grade the students are offered to revise the theory of the formation and functioning of the adverbial clause of unreal condition relating to the past as well as of the subordinate clause of purpose. However, the volume of the presented material does not exceed 8.5 % of the total material of the textbook, and the information is given briefly, without detailed theoretical explanations and sufficient number of exercises for forming the skill of the subjunctive mood forms use in both written and colloquial speech [3].

Such methodology of presenting the theoretical material might be justified due to the goals set by the authors (to introduce the most frequent forms of this mood in the shortest time-consuming study period) and

the tight curriculum framework they have to fit, however, we believe that it is possible to achieve the maximum result of the productive formation of the skill to use subjunctive mood forms correctly and widely if only the high school students are provided with the whole paradigm of types of sentences (simple/complex) and types of clauses (conditional, of purpose, of concession, of time and place, of comparison, predicative clauses, subject clauses, object clauses, attributive clauses). Such a complex and systematically realized approach can contribute to the theoretically and practically accurate introduction of such structures to the written and oral discourses produced by students alongside with their understanding how the grammatical system of the English verb works and, consequently, it will result in their mapping the culturally and linguistically predetermined system of English correctly.

The fragmentation and inconsistency found in presenting the subjunctive mood material in the widely used present textbooks inevitably leads to the lack of a common understanding of the students that the subjunctive mood as a complex, multidimensional phenomenon realized not only within a simple sentence structure, but also incorporating complex ones with various types of clauses.

Thus, we can note that the theoretical presentation of the material on the subjunctive mood is to be done systematically as its components co-exist in close relation and interconnection building up extensive and well-structured grammatical phenomenon, that's why its separate components (only forms of unreal condition, for example) cannot be taken out of this paradigm and provided for study. For the students' successful study of this topic along with mastering the competencies stated in the FSES it is necessary to introduce material on the subjunctive mood formation and functioning in most detailed way that would prove to be methodically correct taking into account the psychological background and age maturity of the high school students.

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