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**TO THE QUESTION OF TEACHING THE RUSSIAN LANGUAGE AS A  
FOREIGN LANGUAGE IN THE TURKISH-SPEAKING AUDIENCE**

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**Abstract.** This article discusses the problems of teaching Russian as a foreign language to a Turkic-speaking audience, including students from Uzbekistan, describes the main speech errors that foreign Uzbek students make, argues the nature of errors made in spoken and written speech, and also suggests ways to effectively eliminate them.

**Key words:** Russian as a foreign language, communication skills, Turkic-speaking students, multilingualism.

Learning foreign languages, today, is not just a requirement of the time, but also a fashionable trend all over the world. Great interest in the study of the Russian language, for various reasons of a political, economic, territorial and social nature, is shown by citizens of the CIS countries. Particularly distinguished in this context are residents of such eastern states as Kyrgyzstan, Kazakhstan, Uzbekistan and Tajikistan. Young people from Uzbekistan are increasingly showing a desire to study and work abroad, and due to the friendly, good-neighbourly relations between Russia and Uzbekistan, a large number of Uzbek students study at the Herzen University, both in the branch of the university in Tashkent and in St. Petersburg. At the same time, the teachers of this university are faced with the problem of a low level of Russian language proficiency among the above students, which greatly complicates not only the learning process, but also extracurricular communication of adolescents.

We can list a number of the most common problems that students and teachers face in the process of teaching and learning the Russian language by Uzbek students. They are caused by both intralinguistic and extralinguistic factors.

For students of non-core (non-philological) areas, such factors are: the lack of a Russian-speaking environment, a small vocabulary, an insufficient number of highly qualified specialists in the field of teaching Russian as a foreign language, etc. Despite the fact that they have partial knowledge, there are no basic communication skills in an official setting, educational professional and scientific fields. Difficulties arise when solving elementary everyday problems at the university, hostel, bank, pharmacy; the impossibility of explaining themselves makes the newcomers resort to the help of fellow senior students, which is fraught with developing into a habit that is also far from conducive to the development of communicative speech skills.

At the same time, even a small vocabulary of students and a basic level of foreign language proficiency (A1, B1) allows them to cope with everyday problems: they quickly begin to communicate with classmates and native speakers in a non-native language, repeating frequently used and pre-memorized phrases, but problems with registration of competent written academic, scientific and official business speech remain unresolved.

Another important task of a teacher of a Russian university is to smooth out possible conflicts of different national cultures, which are especially noticeable at the initial stage of education. The teacher is faced with the problem of explaining the traditions and customs of the Russian people, cultivating a tolerant attitude towards representatives of other religions, since in modern Uzbekistan Islam and the Islamic religion occupy a strong position, as well as Orthodoxy in Russia. It is necessary to build education based on the sociolinguistic realities of our time, the cause of which is the migration of the population, on the linguistic and cultural aspect in teaching Russian as a foreign language, due to the fact that students often study in groups of different ethnic composition. Moreover, it is desirable to organize classes in linguoculturology outside the classroom (excursions to museums and theaters, visits to art galleries and libraries, excursions to nearby historical territories and to monuments of Russian culture and architecture).

Intra-linguistic, proper linguistic problems of language learning by students of the Turkic-speaking audience are associated with multi-level knowledge of Russian as a foreign language. Pronunciation problems, grammatical errors, spelling mistakes. Basically, they are explained by significant differences in the systems of the studied Russian and the native Uzbek language, which belongs to the Turkic group of languages. A frequent cause of a large number of errors in the oral and written speech of students is linguistic interference (confusion in the same meaning of words and grammatical forms, confusion of graphic symbols, incorrect analogy, incorrect translation of the meaning of a word, errors in the translation of phraseological units, errors in the use of different style units of the Russian language).

At the stage of studying reading and writing, students are faced with the problem of graphic representation and reading the signs of the Russian alphabet, since the modern youth of Uzbekistan uses the Latin alphabet to designate signs of the Uzbek language. For example, students often read the handwritten Russian “Ch” as [R], the printed letter “R” as [P], the handwritten “T” as [M], etc. Such errors are eliminated, as a rule, in the course of numerous trainings, exercises in reading and writing.

In the learning process, it is also necessary to systematically perform exercises and tasks to consolidate the phonetic norms of the Russian language.

So, for example, in the Uzbek language there is no vowel Y, and therefore, the pronunciation of this sound causes difficulties (in fact, in the Uzbek language this sound is used very often, but in writing it is denoted by the Latin letter I).

In solving various phonetic and orthoepic problems of teaching Russian as a foreign language to Uzbek students, listening comprehension has shown great effectiveness. It is advisable to teach listening in Russian as a foreign language classes with the involvement of interesting professionally significant audio texts for students through the gradual introduction of difficulties associated with the language form, the content of the message, the conditions for its presentation and sources of information.

Special attention should be paid to Russian words with hissing [w], [u], [g]. It is necessary to select exercises to develop the students' skill of distinguishing w - w when reading and writing, since the speech of Uzbek students often demonstrates confusion, for example, in the use of real participles of the present and past tenses such as writing - writing. The letter zh corresponds to them with j of the Uzbek alphabet, it denotes a soft sound [j']. Solid pronunciation [g] in the words life, stomach, etc. is hard work and requires practice.

A large number of mistakes are made by Uzbek students in the use of a soft sign, since this letter is absent in the Uzbek alphabet, respectively, there are no cases of softening a consonant sound through this sign, etc.

In the process of teaching Russian phonetics and spelling, the teacher needs to explain to students the main cases of its use in the middle of a word, at the end of nouns and verbs, and also list the grammatical forms where it is absent. The letter combinations at the end of the verbs -tsya, -tsya are practically not distinguished by students, and are also mixed with -tsa nouns: there are erroneous spellings like uchitsa (instead of studying), teachernitsa (instead of a teacher). The difficulty is caused by the writing of the so-called iotized letters of the Russian alphabet (е, ё, ю, я). Instead of them, they write combinations with Y, which corresponds to the Uzbek

writing traditions, and instead of E, they often use E and vice versa (Elina instead of Elena, Etot instead of This). In solving these problems, it is effective to conduct various dictations and perform tasks aimed not only at memorizing the rules and developing logical thinking.

Of great importance at the first stage of teaching the Russian language is also the study of the morphology of the Russian language, parallel with other aspects. Particular attention should be paid to the category of gender, since this category is completely absent in the Uzbek language. In this regard, when using nouns, mistakes are often made when agreeing, for example, masculine and feminine words on -l, and also in general, errors in determining the gender, for example, when a boy says “I was born” and a girl “I was born”. Corresponding errors arise in the use of adjectival lexemes, which in the Russian language require mandatory agreement in terms of gender by the word being defined and semantically dependent on the nouns they define. To effectively solve this problem, tasks are suitable for compiling dialogues according to the model using pictures and illustrations, as well as after watching educational videos and independently completing tasks of audiovisual programs for studying Russian as a foreign language from the Internet.

The use of Russian prepositions in combination with noun cases also causes certain difficulties for foreign students from Uzbekistan (mistakes like in the hospital, in the market, you are now at the university, brought to the dean's office, I'm at home, from the dean's office, under the book). The reason lies in the fact that in the Uzbek language, instead of prepositions, affixation at the end of nouns is used, and the meaning of these affixes does not always correspond to the cases of the Russian language. So, for example, the Uzbek affix –dan, when translated into Russian, can denote both genitive and instrumental cases: maktabdan – from school, kitobdan (fodalanish) – (to use) a book, and the affix –ga denotes both dative, accusative, and genitive cases: onamga - to mother, maktabga - to school, nizomga (asoslanganholda) - (based on) position. In this connection, at the initial stage of studying cases of nouns, it is recommended to first study the meaning and role of prepositions of the Russian language in speech on specific examples from texts familiar to Uzbek

students in their specialty or on the material of translated Uzbek fairy tales and works of Uzbek classics.

Another problem for a foreign-language audience is the study of the Russian verb system: ideas about the form, voice, gender (in the past tense) of Russian verbs, since these grammatical phenomena are absent in their native Uzbek language, as well as cases of using verbs of motion. Students have difficulty comprehending these linguistic phenomena and in speech they make numerous mistakes in the use of these verb forms (he came - instead of: arrived, arrived, arrived, delivered (goods), since in the Uzbek language the same verb *keldi* is used in such cases ). For the best assimilation of the forms of the Russian verb, it is recommended to perform exercises of a comparative nature, based on the material of works of art.

In the field of syntax, an RFL teacher should focus on such types of communication in Russian as coordination and control. Since the Uzbek language has an agglutinative structure, and Russian has an inflectional structure, these syntactic connections are poorly absorbed by students. The solution to this problem is facilitated not only by reproductive exercises, but also by creative tasks that stimulate the production of students' independent statements. Such traditional forms of written work as presentation and composition are very effective, but with the use of exemplary texts [1, 264].

The discrepancy between written and oral speech gives rise to a large number of spelling errors. An analysis of the written work of students demonstrates the predominance of this kind of errors over all the others for quite understandable reasons (Usky, late, thank you, etc.).

Teaching Russian as a foreign language in modern conditions is impossible without the use of innovative approaches using new educational technologies. In this regard, various Internet services for communication (VKontakte, Telegram, WhatsApp, etc.) provide great opportunities; due to their great popularity among young people, as well as their ease of use, they are able to act as a platform that unites languages and cultures, as well as to offer correct spellings of words and phrases.

So, the main problems of teaching Uzbek students the Russian language are primarily related to the mismatch between the systems of the two languages, the absence of a number of grammatical phenomena in the native language of students or the transfer of the norms of the native language into the studied one. Taking into account the features of the Uzbek language and culture described above in comparison with Russian linguistic culture and the use of special tasks and exercises (based on a communicative-activity approach) will allow us to work productively on eliminating and preventing errors in the oral and written speech of foreign Turkic-speaking students [2, 3].

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## **К ВОПРОСУ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ В ТЮРКОЯЗЫЧНОЙ АУДИТОРИИ**

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**Аннотация.** В данной статье рассматриваются проблемы обучения тюркоязычной аудитории, в том числе студентов из Узбекистана, русскому языку как иностранному, описываются основные речевые ошибки, которые допускают иностранные студенты-узбеки, аргументируется природа допускаемых в устной и письменной речи ошибок, а также предлагаются способы их эффективного устранения.

**Ключевые слова:** русский язык как иностранный, коммуникативные навыки, тюркоязычные студенты, многоязычие.

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