RUSSIAN LANGUAGE AS NON-MOTHER TONGUE IN POLYETHNIC REGION OF RUSSIA

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Abstract. The article is devoted to the study of Russian language teaching specifics in non-Russian audience of Kazan Federal University (Russia). The following factors govern the designing of training events for the course and the strategy of teaching methods selection by the teacher: 1) the language situation in the multinational region of the Russian Federation; 2) practical focus of the course. The following reasons determine students' motivation: a) Russian language for the future teachers of the Tatar language in the Republic of Tatarstan will serve both as a means of communication and as an instrument in future professional activity; b) perfect proficiency of two state languages will inspire trust and respect of schoolchildren, and in the long term will guarantee peaceful coexistence of peoples in the polyethnic republic. The article indicates topics, traditional and non-traditional techniques and methods of teaching Russian as a non-native language, which may be complex for students at the Higher School of Tatar and Turkic studies due to typological dissimilarity of the Russian and Tatar languages. By applying practical methods, the authors of the article found out that the targeted display of system-related differences between the Tatar and Russian languages contributes to elimination of negative influence of the native language on the target language, efficient assimilation of its norms and provision of fundamental vocational training for the future teacher. Texts offered for translation allow visualizing typological differences between two languages. Tasks for translation and comparison of the texts from both languages contribute to the practical actualization of lacuna units, similar and distinctive linguistic phenomena. In addition, this task provides a "subject-matter" support for verbal communication, enables to identify the opposition of similar language units, to reveal their communicative role, to guarantee communication success, i.e. to improve the effectiveness of practical focus in Russian language teaching.

Keywords: the Russian language, teaching methods at high school, linguistic methodology, pronunciation, accent, stress

1. INTRODUCTION

The aim of the Russian language practical course at the Tatar Philology Department (since 2016 the official name of this structural unit is Gabdulla Tukay Higher School of Tatar and Turkic studies) in Kazan Federal University is the analysis of theoretical positions in modern Russian studies from the point of their practical implementation. The achievement of this goal implies the solution of such tasks as: teaching the students the accentological and orthoepic norms of the Russian language, active updating of students' vocabulary, developing skills in correct use of grammatical forms, and training of skills in various types of texts self-modeling (Martyanov, 2016) (Shi, 2016) (Alyokhina, 2016). Such traditional kinds of activity as listening, work with dictionaries, retelling, creating dialogues, monologues, etc. facilitate the successful implementation of specified tasks within this course.

However, teaching practical course of the Russian language at the Higher School of Tatar and Turkic studies (for the students with Russian as a non-native language), it is necessary to determine the areas of future professional application of the Russian language for the potential graduates. Such procedure will help to determine the ultimate goal concerning professional orientation of the Russian language course teaching at this Higher School as the Republic of Tatarstan is one of the polyethnic regions in the Russian Federation.

The Higher School of Tatar and Turkic studies of Kazan Federal University trains future teachers of the Tatar language and literature. For the majority of students of this structural unit, Russian will not only be a means of communication in conditions of a multinational Russian state, but also an instrument (tool) for teaching the Tatar language as a non-native language other ethnic groups. Therefore, the future teacher of Tatar needs a perfect knowledge of the Russian language.

However, we have to acknowledge that when a graduate finds employment in the so-called "Russian school" (where all subjects are taught in Russian), he/she often faces with the fact that the peculiarities of pronunciation, inherent to the one speaking not his/her native language, the interference errors, as well as errors caused by elementary ignorance of the Russian literary language norms are treated by schoolchildren sometimes not very adequately.

The purpose of this study is to identify the specifics of teaching Russian in a non-Russian audience at Kazan Federal University, namely: establishment of motivational component of the Russian Language course for students of the Higher School of Tatar and Turkic studies, identification of problematic topics in the study of the Russian language and selection of effective linguistic teaching methods, naturally considering its practical focus. The relevance and novelty of the undertaken research are determined by a challenge of teaching the Russian language in the University in conditions of official bilingualism.

2. MATERIALS AND METHODS

A teacher of the Russian language, of course, is primarily focused on the practical component in his/her training, which could ensure future successful professional activity to his graduates. It means that he/she applies a competence approach in teaching of his subject. It is extremely important in this approach to increase the students' motivation for learning the Russian language, their understanding that: 1) the Russian language for the future teacher of the Tatar language as a foreign one is a tool needed to teach Tatar to Russian students living in Tatarstan; 2) only a teacher having a perfect command of two languages – Tatar and Russian, will inspire the trust and respect of the students (Oder, 2016); 3) only a teacher, who knows two languages, can be a guarantor of peaceful coexistence of peoples (Russian, Tatar, Chuvash, Mari, Ukrainian and many others) inhabiting Tatarstan – a multinational and multicultural region of Russia. It should be noted that methods of teaching a language as a non-native is a sufficiently developed field of applied linguistics (Lovelace, Stewart 2009) (Klimchak & Fatkhutdinova 2015) (Moses, Busetti-Frevert & Pritchard 2015). However, the specifics of the region itself, and the practical focus of the course require the search for new training methods and techniques.

3. RESULTS

One of the main conditions for successful teaching is motivation to learn the Russian language, namely the formation of students' sustainable commitment to perfect skills in speaking Russian and writing in Russian, excellent competency in in the sphere of typological features of the Russian and the Tatar languages. Of course, direct open persuasion of students will not always lead to the anticipated results. A more effective means of motivation will be an indirect impact on the consciousness of

students. Therefore, in the very first lesson a teacher models a problem situation (the students of senior courses, who have been practicing in the Russian schools and faced with such problems, can help in it) and provokes a discussion on the given topic, for example, "Why a Tatar language teacher should have an excellent knowledge of the Russian language". Of course, motivation for the study of the Russian language development will be maintained constantly, but the foundation should be laid at the first lesson.

Further, the teacher determines problem areas – topics that are hard for students due to typological dissimilarity of two languages, Russian and Tatar. We shall consider the main topics, which are difficult for such audience in the study of the Russian language, dwelling, as far as possible within the scope of a short article, on some techniques and methods of teaching Russian as a non-native language at the Higher School of Tatar and Turkic studies.

The diversity and mobility of the Russian accent, the lack of clear formal or semantic signs that indicate a stressed syllable cause difficulties in mastering the accentological norms of the Russian language. Practical lessons on this topic should start from work with modern pronunciation dictionaries of the Russian language, study of the dictionary entry structure, special notes, which indicate differences in accentological options and their normative assessment. At the first stage of work with the dictionary, special attention is focused on the so-called "prohibitive" evaluations of variants in pronunciation dictionaries: notes "not recommended", "wrong", "roughly wrong". The next stage is dedicated to acquaintance with vocabulary marks specifying the scope / time of one or another accentological variant application (for example, "obsolete", "having an archaic tinge", "used in professional speech"). To consolidate the skills of working with the pronunciation dictionary, students are offered a list of words divided for convenience by thematic groups, in which they are offered to put stress and comment on the vocabulary marks of accentological variants. Then a cross-poll is arranged, when students in three or four groups check the degree of the acquired knowledge proficiency, skills of working with pronunciation dictionary of the Russian language. The received knowledge will be systematically refreshed in the future due to regular work on listening to specific groups of words, tongue twisters and poems.

As a rule, listening to a poetic work is preceded by

the phonetic analysis: development of acoustic-articulatory characteristics of the most frequent sounds, study of sound and symbol background, semantic and color flavor of the poetic text, approbation of intoning variants. Such work allows not only mastering the norms of Russian literary pronunciation, but also contributes to a deeper understanding of the author's intention, the artistic value of the work and prepares students for the subsequent literary analysis of the poem.

Naturally, much attention at the Higher School of Tatar and Turkic studies is paid to the work aimed at preventing and eliminating the typical mistakes of the Tatar students in pronunciation of individual sounds. Here, methods of visualizing information seem to be particularly productive see, for example: (Schlosser, 2012) (Cappello & Walker 2016). Thus, visualization of the studied material is used to prevent interference errors in pronunciation of the Russian consonants [ch'] and [ts] in Tatar students' speech. After a verbal description of the articulation of these consonants, students are asked to reflect graphically the Russian sounds articulation profile, and then draw a profile of the native language sounds, which are similar from the acoustical-articulatory point of view, but non-identical to them, and to find articulatory differences between the sounds of native and non-native languages.

In order to enrich the active vocabulary, students create the "Vocabulary of Language Enrichment", where they include the words unfamiliar to them. From time to time at the lessons, students acquaint each other with the content of their vocabularies. Sometimes they hold mini-competitions: "Who has collected more new interesting words", "Let us replace the commonplace and "worn out" words!" Work on the expansion of vocabulary necessarily requires the development of substantive aspect in speech. The study of polysemy, homonymy, synonymy, antonymy, and learning of the passive vocabulary, with the vocabulary of a limited sphere of functioning is conducted on the basis of fiction texts. Work on the basis of a text gives a "substantive" support for speech communication; it enables to combine the formation of speaking skills with the development of a main content selection skill in the flow of incoming information.

Peculiarities of associative possibilities study and identification of restrictions may be possible by the example of negative linguistic material. Here the literal translation of Tatar phrases into the Russian language may be used as an example (for instance, compare a phrase *cabbage head* as a result of a

literal translation of Tartar *cabbage loaf*, "tightly packed cabbage leaves", etc.).

4. DISCUSSION

Development of skills regarding proper use of grammatical form, spelling and punctuation literacy increasing among students is an obligatory component of teaching Russian at any University department. Since this aspect of teaching Russian is fairly well developed, we will pay attention only at one, in our opinion, productive type of activity in this area, namely, the tasks of algorithms modeling. The process of drawing algorithms teaches students independent study of theoretical material, forms the ability to express their thoughts accurately, logically and clearly. The secure reinforcement of theoretical material is contributed by various kinds of traditional tasks: work with individual cards, testing and dictations, as well as game forms of study.

When teaching Russian at the Higher School of Tatar and Turkic studies, positive results can be achieved only if the distinctive features of Russian and Tatar languages are considered. Therefore, the main task for the teacher of the Russian language in the Tatar audience is to take into account the typological contrast between the two languages and to forecast regular mistakes of Tatar students speaking Russian. At the same time, students need not only to learn the norms of the Russian language, but also acquire skills in using lexical and grammatical forms in various speech situations.

Actualization of students' knowledge concerning the modern Tatar language course at classes of the Russian language and targeted indication of systemic differences of the two languages contribute to elimination of negative influence rendered by the native language on the target one, optimal mastering of non-native language norms. Besides, they provide fundamental linguistic and methodical training of the future Tatar language teacher. The material of translated texts makes it possible to identify visually the typological differences between native and non-native language, since the specifics of the national language are vividly reflected in the process of translation, one of the interlingual speech activity aspects. Tasks to compare the original and the translated text in order to identify their lexical and grammatical lacunar units, similar and distinctive linguistic phenomena, as well as to translate texts from Tatar into Russian, allow increasing the effectiveness of practical focus of teaching Russian at the Higher School of Tatar and Turkic studies. Apart from all, such work on the basis of the text makes it possible to identify the substantive contrast of linguistic units close in meaning, to reveal their communicative role.

5. CONCLUSION

Thus, the article generalizes a long-term working experience of the authors at the Tatar Philology Department and at the Higher School of Tatar and Turkic studies in Kazan Federal University. The article describes the main factors determining strategies of teaching methods and training activities selection at this department at teaching the course of Russian language. It determines a range of themes, which turn to be the most difficult for mastering for such audience and at the same time insufficiently developed in the university linguistic methodology. Taking into account the future professional activity of the graduates from this Higher School of the University in the Republic of Tatarstan, the article outlines specific ways of forming motivation in the process of the Russian language study, it highlights new and the most effective, in relation of communicative and practical orientation of the course, techniques and methods of teaching Russian and strategies of communicative skills formation.

Only a perfect proficiency by a graduate of this department in both of the state languages – Russian and Tatar – is a guarantee for the future successful professional activity of the University graduate, as well as a guarantee that the teacher-philologist will be able to propagate cultural values and traditions of the peoples living in the polyethnic region, which is the Republic of Tatarstan.

6. CONFLICT OF INTEREST

The authors confirm that the data presented do not contain conflict of interest.

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