

## Ways to overcome the cross-language interference at teaching Turkic-speaking attendance in Russian language

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**Abstract.** The article deals with the causes of the occurrence of cross-language interference at teaching the Russian language to Turkic-speaking (particularly, Tartar) attendance. The theoretical prerequisites of the research are the postulates of modern linguistics, functional grammar, linguodidactics, psycholinguistics, and pedagogy. The research provides linguistically methodological coverage of the differences in the Russian and Turkic (particularly, Tartar) languages, which are determined by their belonging to types of different structures: the Russian language belongs to the inflectional type, and Turkic languages belong to the agglutinate type. Further, the article analyzes the most common interference errors, which are typical of verbal and written speech of the students at using pronouns.

[Yusupova Z.F. **Ways to overcome the cross-language interference at teaching Turkic-speaking attendance in Russian language.** *Life Sci J* 2014;11(9):366-369] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 55

**Keywords:** cross-language interference, Russian language, Tartar language, linguodidactics, pronoun, speech errors

### Introduction

Linguodidactics of the second half of XX century faced the change of focus at selection of the approaches to studying the Russian language as both a foreign and non-native language: the transition from formally grammatical and system structure approaches to the communicatively active, functionally semantic, and linguistic culturologic approaches (Shakirova [1], Bystrova [2], Fatkhullova [3]). In this view, special focus is made on the disclosure of the communicative (functional) attributes of language units, the overcoming of cross-language interference, and the methodology of teaching bilingual students (Vainrakh [4], Van [5], Linex [6]). It is to be noted that it is also important for the methodology of teaching the Russian language, especially to the students, whose native language is not Russian. In this view, during the course of teaching the Russian non-native language, the key issue is the issue of overcoming cross-language interference determined by the fact that the Russian language and the Tartar language belong to different types by their structure. Researchers wrote about the nature and some peculiar features of the interference (Kroll [7], Healey [8]) emphasizing the necessity to take into account the grammatical system of the contacting languages.

This article deals with some ways of overcoming cross-language interference during teaching the Russian non-native language to Turkic attendance as exemplified by teaching pronouns.

### Body of the work

The problem of studying cross-language interference, which occurs in the course of studying the Russian language as a foreign or non-native one, has been a focus of scientists for a long time.

Mastering a second (non-native) language assumes learning how to shape one's thoughts using a certain linguistic system, which is different not only by phonation, but also by semantics of its units [9]. Contact of two linguistic systems, a native and, for example, the Russian one, causes deviation from the norm – interference, the substance of which resides in the fact that a third system occurs in the consciousness of the speaking person, in which the differentiating attributes of the Russian and native languages are mixed up, i.e. students create false associations between units of the native and learned languages". [10: 104].

As we understand it, interference is considered as interaction of linguistic systems in the circumstances of bilingualism or multilingualism, which is determined by their structural differences and manifests itself in deviation from the coded standards of speech of the contacting languages.

Comparison of the deviations from the speech standards of the Russian language, which are determined by interference, has allowed scientists to reveal the causes of their occurrence, which has also allowed to study more comprehensively the processes of intrastructural interaction and mutual influence of languages as well as to create the typology of interference phenomena [11].

Cross-language interference is considered by the modern researchers in many terms: interference is actively studied in the linguistic, sociolinguistic, psycholinguistic, linguistically methodological, and many other aspects. The linguistically methodological aspect is interesting for us at studying the problem, as awareness of the causes of the cross-language interference allows understanding the specificity of teaching the Russian non-native language. In this connection, the problems of

accounting for the comparison of the systems of the Russian and students' native languages, accounting for the transfer of the knowledge, abilities and skills acquired in the native language to the process of their study of the Russian language are of great importance.

In the course of studying the Russian non-native language, it is necessary to prevent timely and proficiently anything, which can create any obstacles and result in interference of the native language.

As is well known, the Russian language is of the inflective type of languages, which have a developed system of word formation using inflexion and alternation of phonemes [12], and the Turkic languages belong to the agglutinate languages group, which create grammatical forms of words by sequential addition of affixes to the root [13]. In this view, scientists revealed both similar and differentiating phenomena in the systems of the compared languages. In terms of methodology of teaching the Russian non-native language, the differences, which can be the cause of interference-related mistakes of the students, are of concern.

According to L.Z. Shakirova, three groups of linguistic facts are to be taken into account in the course of teaching the Russian non-native language.

1) grammatical categories analogous in the compared languages, between which complete consistence is revealed;

2) grammatical categories, which are described with the same term and are similar by their functions in the compared languages but have some peculiar features;

3) grammatical categories, which are typical of the Russian language only [1: 35-36].

When teaching the Russian language, particularly its morphology, it is necessary to focus on the phenomena that are different from those in the native language, as they are the main difficulty for the students.

Studying pronouns, as well as any other part of speech, is based on their lexical (semantic), morphological, syntactical, and functional attributes.

The modern Russian language considers pronouns "as a lexical semantic class of content words, the meaning of which includes either reference to this speech act (its participants, the speech situation, or the statement itself), or reference to the type of verbal association of the word to the extralinguistic reality (its denotative status)" [12: 231].

The modern Tartar language characterizes pronouns in the same manner as the Russian language [13: 342]. Pronouns change by number and cases, but both languages have specific features. In the Russian language, some pronouns change by

gender, which is not typical of the Tartar language, as Turkic languages do not have the gender grammatical category.

The differences of the Russian and Tartar languages, first of all, concern the morphological attributes of pronouns, which is often the cause of students' interference-based mistakes.

Analysis of the mistakes related to usage of pronouns provides a valuable material for scientific and methodological conclusions, as mistakes reflect the linguistic and psychological-pedagogical aspects that influence the error-free application of pronouns in verbal and written speech.

Our observations over the verbal and written speech of the students revealed various mistakes at using pronouns. Let us consider the most typical ones of them.

When students use the third person personal pronouns (on (he), ona (she), ono (neutral gender), possessive pronouns, demonstrative pronouns (etot, eta, eto (three genders of this), tot, ta, to (three genders of that), takoy, takaya, takoye (three genders of such)), they tend to breach the rules of concord of the substituting pronouns and the substituted word (the noun). This refers to pronouns, which in the Russian language can change by gender; therefore, at using the Russian pronouns, it is necessary to learn how to associate a pronoun and a word, to which the pronoun points at in the context.

When teaching personal pronouns, it is necessary to draw the students' attention to the third person pronoun, the meaning of which is particularized in the text. The students need to be shown, that, if used as a substitute, a third person pronoun mainly functions as the substituted word, being its equivalent, a morphological synonym. For example:

Andersen byl edinstvennym rebenkom v sem'e i, nesmotrya na bednost' roditeley, zhil vol'no i bezzabotno. Ego nikogda ne nakazyvali. On zanimal'sya tem, chto nepreryvno mechtal. Eto obshchitel'stvo dazhe pomeshalo emu vovremya nauchit'sya gramote (Andersen was the only child in the family and, despite the poverty of the parents, lived free and unconcerned. He was never punished. The only thing he was doing was permanent dreaming. This circumstance even prevented him from learning reading and writing) [14: 224].

Analysis of the text leads the students to a conclusion that the substituting pronouns (on (he), ona (she), emu (him)) correlate with the substituted word – the noun Andersen – both by meaning and by grammar (masculine singular), help avoiding lexical duplication, and establish interphrase connection of sentences in the text.

When studying possessive pronouns, which describe the possession by a third person (ee (her), ego (his)) and the reflexive-possessive pronoun *svoy* (–), which can correlate with each of the three persons: *moy* (my) – *svoy* (–); *tvoy* (your) – *svoy* (–); ee (her), ego (his) – *svoy* (–), one can also face confusion of the pronouns ee (her), ego (his), and *svoy* (–).

To avoid errors at using the pronoun *svoy* (–), one should remember that specific correlation of the pronoun with a certain person is set only by the context. Most often, *svoy* (–) describes possession by a certain person or item, which is described by the noun of the same sentence, and less often – by a person described with a complement: Maksim Maksimych sel za vorotami na skameyku, a ya ushel v svoyu komnatu (Maxim Maximych sat down on the bench behind the gates, and I went to my room). [15: 98].

To use the pronouns ee (her), ego (his) properly, students need to be shown, what word they correlate with in the text: with a feminine noun (tetrad' sestry – ee tetrad' (sister's notebook - her notebook)) or a masculine noun (kniga brata – ego kniga (brother's book - his book)). In the native language of the students, the same form is used to describe possession.

When studying demonstrative pronouns, the students cannot always distinguish the pronouns *etot* (this masc.) and *tot* (that masc.), *eta* (this fem.) and *ta* (that fem.), *eto* (this neut.) and *to* (that neut.) despite the native language of the students has similar forms of pronouns: *etot*, *eta*, *eto* (three genders of this) – *bu* (in the Tartar language); *tot*, *ta*, *to* (three genders of that) – *tege* (in the Tartar language). The pronouns *tot* (that) and *etot* (this) differ from each other by describing tones of spatial attributes: *etot* (this) demonstrates an item that is closer to the speaker, and *tot* (that) demonstrates an item more remote from the speaker's viewpoint: *Etot bereg reki bolee zhivopisnyy, chem tot bereg.* (This bank of the river is more picturesque than that one)

In the Russian language unlike the native language of students, the demonstrative pronouns must correlate with the nouns, with which they are used, by gender, number, and case: 1) *Eta kniga interesnee, chem ta* (This book is more interesting than that one is). 2) *Eto ozero glubokoe* (This lake is deep). 3) *Etot student khorosho uchitsya* (This student studies well).

A well-thought system of exercises that ensures the opportunity to use Russian pronouns properly in contextual speech can help overcoming cross-language interference.

Here several samples of such exercises are:

1. Linguistic exercises dedicated to revising, memorizing, and reproducing pronouns in verbal and written speech. In the exercises of this group, the students must find a pronoun, determine to what word it refers or what word it substitutes, state the conceptual and grammatical relation between them.

2. Preverbal exercises dedicated to train verbal actions with pronouns. This type of exercises includes tasks involving retelling a text using a sample replacing nouns with pronouns, ask questions, etc. by students.

3. Communicative exercises train students' proficiency in creating independent coherent statements. The tasks for the exercises can be very versatile: compose sentences using pronouns; write a composition.

### Conclusion

Analysis of students' mistakes at using pronouns, linguistically methodological coverage of the differences between the Russian and Turkic (particularly, Tartar) languages give reasons to conclude the following: it is an unconditioned fact that the data of comparative typological analysis of the Russian and Turkic (particularly, Tartar) languages explain the cause of the cross-language interference, which occurs as a result of interaction of the contacting languages. Special attention to the phenomena of the Russian language, which are not present in the native language of a student or differ from it, requires special approach to giving the grammatical material about pronouns. Study of this material is accompanied by substantiation and samples, which can help students study out the phenomenon typical of the Russian language. Observation of the verbal and written speech allows detecting the most common mistakes related to the interference of the native language. This refers to concord of the third person possessive and demonstrative pronouns with nouns by gender, number, and case; peculiarities of using the possessive pronouns *svoy* (–), *ee* (her), and *ego* (his); the demonstrative pronouns *etot* (this) and *tot* (that), etc. To overcome the cross-language interference at usage of Russian pronouns, it is reasonable to develop a system of exercises, which would include linguistic, preverbal, and communicative exercises.

Thus, the research proves that, in the course of teaching the Russian non-native language, it is possible to overcome cross-language interference of contacting languages, which is determined by the differences in the grammatical system of a language.

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5/27/2014