

## Sharing the Experience of Teaching Russian as a Foreign Language to the Uzbek Speaking Audience

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### Abstract

The article deals with the specific character of the educational process connected with studying of Russian as a foreign language by the Uzbek speaking audience. Words phonetically close in related languages pose special difficulty for students. To learn them in the best way it is necessary to establish the reasons for such similarities, to define the character of semantic differences within separate groups of words, to describe the effects of common semantic laws. Using a number of methodological techniques helps to optimise the educational process and promotes creative activity of students. The aim of the investigation is to heighten an interest in learning colloquial Russian. To achieve the aim, we have settled such tasks as to identify the reasons for similar sounding of such words in the target languages (Russian and Uzbek), to investigate the character of semantic divergence within particular groups of words, to search for the ways to overcome difficulties while teaching a kindred language. Here we apply not only a comparative method but also a method of the componential analysis, which predetermines the identification of the common and different in the semantics of related Uzbek lexical items. The statistical method used in the work helps to reveal the degree of affinity of such languages on the lexical level and also to determine how certain common semantic laws operate.

**Keywords:** script, motivation, EFL, critical thinking, vocabulary, fluency

### 1.0. Introduction

The role of cross-cultural communication has considerably increased in the modern world. It is of great importance in practice of teaching Russian as a foreign language too. "Teaching cross-cultural communication as a process of studying each other and learning about each other is aimed at developing abilities of functioning in a cross-cultural context" (Rolyak, 2013). And learning a different culture allows to achieve a considerable progress in an interlingual dialogue. Taking into account the cultural traditions and the world view, as well as the moral values in education helps to optimise the process of teaching a foreign language. And modern researchers pay attention to this (Chakanova, Karypkbaeva, Beisembaeva and Oshakbaeva, 2014).

Teaching Russian in an Uzbek audience is connected with specific difficulties caused by absence of genetic relationship of the two languages. No similarity of the languages on the lexical level gives an idea of difficult understanding of the meaning of separate Russian words the phonetic form of which is close to that of the Uzbek words. Therefore, a teacher of Russian as a foreign language faces with specific problems. Their solution requires the use of certain lingvodidactic techniques. Thus the main method of teaching is not only a comparative method, but a method of a componential analysis as well. Due to this method similarities and differences in the semantics of the related lexemes of the Uzbek origin are clearly revealed.

### 2.0. Stating the Problem

When teaching the lexical structure of the Russian language to Uzbek speaking students a teacher has to solve a number of methodical problems. They include establishing the reasons for phonetic similarities in the two unrelated languages, understanding the need to consult special dictionaries and other reference books in the study of the meaning of such words, clarifying the factors that caused semantic divergences within separate groups of words, searching for the ways of overcoming the difficulties in teaching a closely related language. The lexical background of the words of common origin is another important aspect. It is to do with additional meanings having developed in a word and determined by a social and cultural background which helps to fully represent a concept. This approach determines the relevance of a linguocultural method in research of the semantics of a word that promotes complete understanding of the meanings of words by foreign students. Taking into account a specific character of language units is one of the major tasks facing the teacher of Russian as a foreign language.

### **3.0. The educational process of learning Russian as a foreign language in a Slavonic speaking class**

The purpose of teaching the Russian vocabulary should be a formation of a word meaning in a foreign student's mind as full as it is represented in the mind of a Russian native speaker. Such an approach should increase an interest in learning Russian. The Comparative aspect and the orientation to students' native language is extremely necessary, as they promote convenient and adequate lingvodidactic description of lexical units allocated for educational purposes. A Contrastive description of the vocabulary, the establishment of possible correspondences of lexical units in closely related languages is an important part of the Russian speech practice in the Uzbek audience.

The statistical method used in the work helps to conceive the degree of proximity of these languages at the lexical level, as well as to define results of work of certain universal semantic laws. As a result of the statistical calculation, 520 lexical units similar in sound and different in meaning in the Russian and Uzbek languages were revealed by the method of continuous selection in the "Russian-Uzbek/Uzbek-Russian Dictionary" (2018). Such words become a research material, their semantics either completely or partially coinciding in different languages, that requires special commenting from a teacher to increase a linguistic competence of students.

When learning a foreign language many difficulties appear due to the so-called interference. The nature of this phenomenon is a perception of the units of a foreign language through a native language and culture which can lead to misunderstanding (Gasek, 2010). Significant number of mistakes is caused by a phonetic similarity of Russian words and the words of the students' native language. The Risk of misinterpretation of words almost identical in their form and sound but different in meaning, always exists, but in teaching a related language it doubles. That is why a teacher of Russian as a foreign language needs to develop such methodological techniques that would promote not only understanding of Russian words similar to those in the students' native language, but also to determine the main areas of work with such lexemes in Russian classes. In this case a teacher has to skillfully use their knowledge of Comparative Lexicology and Semasiology which investigates similar microsystems in two related languages.

Words that sound similar in related languages are known under various names in theoretical literature "false friends" (Budagov, 2014), "interlingual homonyms" (Koptilov, 2002; Lobkovskaya, 2012), "deceptive interlingual similarities" (Grosbart, 2014), "interlingual paronyms" (Balalykina, 2018), etc. In our opinion, the latter name is the most precise as it reflects a specific character of such words, unable to coincide entirely in sound because of the differences in articulation of certain sounds in different languages. In addition, the pronunciation of these words are only similar, but not exactly the same, therefore, they can't be interpreted as homonyms. Interlingual paronyms include words either going back to the common Slavonic root, having a similar sound structure and different in semantics, or being loanwords from the same language in the Russian and Uzbek languages. Similarity in their sound was the result of regular and natural phonetic changes within a common Slavonic root, and the differences in meaning were caused by the effects of certain semantic laws which can be demonstrated by the comparative analysis of the lexemes of the related languages.

The explanation of the reasons for semantic divergences of cognate words in the Russian and Uzbek languages, motivates students to study this language, enhances their creativity, optimises the teaching process as a whole. Regular semantic laws include broadening or narrowing of the meaning in the process of the historical development, as well as in the context of usage. Broadening is a gradual extension in the semantic scope of a word that originally had narrower semantics. Narrowing of the meaning is the opposite. It's a contraction of the semantic scope of a word. According to N.V. Krushevsky, such processes are explained by the fact, that language can never have as many words, as required to name the infinite, always changing and increasing mass of concepts (2008). The specificity of these universal regularities at interlingual level is that words of various origin may not coincide in their semantic scope in the Russian and Uzbek. The Processes of broadening and narrowing of a word meaning are peculiar in each of the languages which is caused by various factors, including the linguistic and extralinguistic ones.

There are words widely used in modern Uzbek language that were borrowed from different languages: the Romance, Germanic, Turkic languages, etc. Their penetration into Uzbek language is connected with the extralinguistic factors, the social development conditions and the interaction between different peoples. Certain factors affect a language during different periods of its history and they cause the appearance of loan words, and this process is specific for each stage. In modern Uzbek language loan words form a considerable part of the vocabulary and they function with no restriction. Phonetic similarities of loan words are due to their common origin.

But there cannot be full coincidence in sound, as the articulation of similar sounds in different languages is different, and therefore when loan words are adapted to the phonetic systems of the Russian and the Uzbek languages there appear certain discrepancies between the lexemes of the same origin. The transformation of the meanings of the loan words also inevitably happens under the influence of a number of linguistic, and extralinguistic factors.

Loan words in Russian and Uzbek may have derived from the common language source. They may even have no differences in their semantics. It is the easiest group of words to learn in Russian classes. It includes such lexemes as “patsient” – “пациент”. They are loan words both in Uzbek and Russian and they entirely coincide in meaning. It is known that when loan words appear in a language they undergo a phonetic and grammatical adaptation to the borrowing language. These changes are accompanied by the transformation of their semantics. The same foreign words enter Russian and Uzbek at different times and under different historical conditions, therefore their meanings are transformed in different ways in comparison with the source language. It’s important to pay special attention to such loan words that are characterised by phonetic similarity, but express different meanings in the Russian and Polish languages. For example, in Uzbek a word “garnitura” has a broader semantic scope than in Russian. In Uzbek it means “any electronic gadget device” and “set, kit, suit of furniture”, but in Russian “гарнитура” means only “complete set, kit”. These loan words partly coincide in their meanings, and it is due to their etymology, that they go back to a common source – a French word garniture that means “device, set, suit, lining”, and it is naturally reflected in the semantics of both a Russian and an Uzbek word.

The opposite has also been noted, when a Russian loan word has a broader semantic scope, than a corresponding Uzbek one. That is a Russian word is used in a broad (generic) meaning, while the Polish correspondence is used in a narrower, concretised (specific) meaning. The word “лекция” that came from Latin means in Russian "the act of instruction at an institution of higher education" and “a public speech on any subject”, while in Uzbek “lektsiya” means "a lesson". Five such words have been found in the languages compared.

### 5.0. Conclusion

Thus, the appearance of similar cognate words in unrelated Uzbek and Russian languages is due to the international word and due to the loan words borrowed from a common source. Due to the impact of the semantic laws which are universal in nature, these words gain different meanings in modern languages, sometimes even opposite ones. Presenting them to Uzbek-speaking students learning Russian, certainly, motivates the students to learn the language, as it reflects very important relations between words similar in their sound shape, the wrong definition of their semantics leading to practical mistakes as a result of the so-called interference. It is important to explain to the students why words of the uncommon origin have diverged in their semantics. This requires from a teacher the knowledge of the lexical structure of the compared languages, the universal semantic laws, the main types of semantic transformations and the necessary information of historical and etymological character.

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