

**PHONETICS TEACHING IN TERMS OF ETHNIC ORIENTED EDUCATION OF
"RUSSIAN AS A FOREIGN LANGUAGE" CLASSES**

***O ENSINO DE FONÉTICA NOS TERMOS DE EDUCAÇÃO ORIENTADA ÉTNICA DE AULAS
DE "RUSSO COMO LÍNGUA ESTRANGEIRA"***

***ENSEÑANZA DE FONÉTICA EN TÉRMINOS DE EDUCACIÓN DE ORIENTACIÓN ÉTNICA
DE LAS CLASES "RUSO COMO LENGUA EXTRANJERA"***

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ABSTRACT: The article raises the question of Russian language phonetics teaching in "Russian as a Foreign Language" (referred to as "RFL") classes for an individual language student group. This study falls into the category of researches dedicated to the analysis of different approaches to ethnic oriented teaching of foreign languages. In particular, typical mistakes of Chinese students made at Russian phonetics lessons are analyzed. They exist not only due to the interference of two unrelated languages (Chinese and Russian), but also due to the features of various students' Chinese dialects. The main analysis of the current research is the comparative method of unrelated languages analysis, which is set to describe features of phonological systems of Russian and Chinese languages, as well as to uncover typical articulation errors. This article defines the classification of typical pronunciation errors of all Chinese students, which is divided by the article's authors into two types: interference and dialect errors. Authors come to the conclusion that ethnic oriented approach to the teaching of Russian language phonetics is quite productive, since it creates the possibility to analyze phonetic errors and problematic moments to the students who study foreign language by comparing them to the specific articulative and prosodic features of their native language. The framework of the current article and the given classification of typical errors can be quite helpful to the teachers of "RFL" classes in their pedagogic practices while preparing the classes with Chinese students, and it can attract the attention of expertise who are developing Russian phonetics courses and creating handbooks based on ethnic oriented approach.

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KEYWORDS: Ethnic oriented education. Russian as a foreign language. Phonetics. Dialect pronunciation. Interference.

RESUMO: O artigo levanta a questão do ensino da fonética da língua russa em aulas de “Russo como Língua Estrangeira” (referido como “RFL”) para um grupo individual de estudantes da língua. Este estudo insere-se na categoria de pesquisas que se dedicam à análise de diferentes abordagens do ensino de línguas estrangeiras de orientação étnica. Em particular, erros típicos de estudantes chineses cometidos em aulas de fonética russa são analisados. Eles existem não apenas devido à interferência de duas línguas não relacionadas (chinês e russo), mas também devido às características dos dialetos chineses de vários alunos. A principal análise da pesquisa atual é o método comparativo de análise de línguas não relacionadas, que é definido para descrever características dos sistemas fonológicos das línguas russa e chinesa, bem como para descobrir erros de articulação típicos. Este artigo define a classificação dos erros de pronúncia típicos de todos os estudantes chineses, que é dividida pelos autores do artigo em dois tipos: interferência e erros de dialeto. Os autores concluem que a abordagem étnica orientada para o ensino da fonética da língua russa é bastante produtiva, pois cria a possibilidade de analisar erros fonéticos e momentos problemáticos para os alunos que estudam língua estrangeira, comparando-os com as características articulatórias e prosódicas específicas da sua língua nativa. A estrutura do presente artigo e a classificação dada de erros típicos podem ser bastante úteis para os professores das aulas de “RFL” em suas práticas pedagógicas durante a preparação das aulas com alunos chineses, e pode atrair a atenção de especialistas que estão desenvolvendo a fonética russa cursos e criação de manuais baseados em abordagens étnicas.

PALAVRAS-CHAVE: Educação de orientação étnica. Russo como língua estrangeira. Fonética. Pronúncia dialetal. Interferência.

RESUMEN: El artículo plantea la cuestión de la enseñanza de la fonética del idioma ruso en las clases de “Ruso como lengua extranjera” (denominadas “RFL”) para un grupo individual de estudiantes de idiomas. Este estudio pertenece a la categoría de investigaciones dedicadas al análisis de diferentes enfoques de la enseñanza de lenguas extranjeras con orientación étnica. En particular, se analizan los errores típicos de los estudiantes chinos cometidos en las lecciones de fonética rusa. Existen no solo debido a la interferencia de dos idiomas no relacionados (chino y ruso), sino también debido a las características de los dialectos chinos de varios estudiantes. El análisis principal de la investigación actual es el método comparativo de análisis de idiomas no relacionados, que se establece para describir características de los sistemas fonológicos de los idiomas ruso y chino, así como para descubrir errores típicos de articulación. Este artículo define la clasificación de los errores de pronunciación típicos de todos los estudiantes chinos, que los autores del artículo dividen en dos tipos: errores de interferencia y dialecto. Los autores llegan a la conclusión de que el enfoque étnico para la enseñanza de la fonética del idioma ruso es bastante productivo, ya que crea la posibilidad de analizar errores fonéticos y momentos problemáticos para los estudiantes que estudian el idioma extranjero comparándolos con las características articulativas y prosódicas específicas de su lengua materna. El marco del artículo actual y la clasificación dada de errores típicos pueden ser de gran ayuda para los profesores de clases “RFL” en sus prácticas pedagógicas mientras preparan las clases con estudiantes chinos, y puede atraer la atención de expertos que están desarrollando fonética rusa. cursos y creación de manuales basados en un enfoque de orientación étnica.

PALABRAS CLAVE: Educación de orientación étnica. Ruso como lengua extranjera. Fonética. Pronunciación del dialecto. Interferencia.

Introduction

The idea of ethnic oriented teaching of foreign languages is not new. For example, scientists from People's Friendship University of Russia actively develop this idea in their studies. Moreover, it is considered one of the most relevant fields of their methodical researches. Thus, from the ethnic oriented education point, their researchers deal with questions of "RFL" classes teaching and testing of Chinese students (ZHAO, 2008), system of linguocultural adaptation of Arab students outside of their linguistic environment (KROTOVA, 2015), problems of teaching "RFL" classes to Italian students outside of their linguistic environment (BEZHENAR, 2017) etc.

Lately, a considerable number of researches have been published by the representatives of other scientific-methodological schools and directions that examine such problems in the teaching of "RFL" classes. In general,

Intonation and phonetics lessons take a special place in teaching Russian language for foreigners because correct pronunciation of the words is the most important for communication in Russian language and the developing pronunciation skills are one of the most difficult tasks for Russian language teachers especially when they teach foreigners (ILVIRA *et al.*, 2017).

As an example, Tadeusz Dombrowskij from University of Lodz can be noted – he described the most common mistakes made by Polish students while studying business lexicon and gave his recommendations on how to prevent them from the position of ethnic oriented education (DOMBROVSKIJ, 2018). A dissertation from Katika Sakornnoi from Saint Petersburg State University, in which the national-oriented textbook on Russian language for Thai students has been studied, can also be mentioned (SAKORNNOI, 2016). Right now, the specter of similar researches is diverse and has been examined in a number of articles (GALIULINA; YAPPAROVA; STAROSTINA, 2016; VARLAMOVA; MIFTAKHOVA; PALEKHA, 2014; MIFTAKHOVA; VARLAMOVA, 2017; SADYKOVA; GILAZETDINOVA; YAPPAROVA, 2015; VARLAMOVA; BOCHINA; MIFTAKHOVA, 2016).

Authors of the current article consider themselves supporters of ethnic oriented approach to the education of foreign languages, especially in "RFL" classes. Our long-standing expertise and experience with Chinese students studying Russian language both in their own

country and in Russia allows us to summarize and clearly define the problems related to the learning of Russian phonetics by Chinese students, as well as recommend some ways to address them, based on the researches of Chinese colleagues and our own observations.

Methods

The current research uses the method of comparative analysis of unrelated languages. For example, in terms of analysis of phonological systems of Russian and Chinese languages, to establish common oversights, articulated sound characters and their formation are described and positional speech patterns of two comparable languages are noted. Methodological recommendations on how to teach Russian language in Chinese student groups are given in order to avoid errors mentioned earlier.

Results and Discussion

The first step of learning any language is introduction to its phonetic system. Without a doubt, learning similar languages (especially those from the same language family) makes problems related to the differences of phonetic systems almost non-existent. Usually such languages have been developing with similar (or at least, not quite different) conditions, unlike languages with no genetic relationship. As for languages that greatly differ by their phonetic systems, a person learning foreign language deals with a great number of obstacles they have to overcome in the process of studying. "The essential component of the global education of the 21st century is the effort to be a humanitarian one" (YUSUPOVA *et al.*, 2017). It is obvious that teaching "RFL" classes is impossible without considering specifics of students' native language.

For a student, different techniques used for sound formations, difference in tension degree, way of breathing out while speaking, specificity of vocal cords work become such obstacles. As a result,

students' organs of speech are unable to replicate and percept many sounds and mixes of them while constructing a sentence in Russian language. They have difficulties with processing speech correctly, as well as problems with acquiring phonological skills - differentiating and pronouncing sounds, syllables, Russian words et (ZHAO, 2008).

As V.V. Kaverkna notes in her research, "discrepancy between Russian and Chinese articulative bases create considerable difficulties. In order to eliminate students' accent, it

would be appropriate to start with error systematization and differentiation based on their patterns" (KAVERINA, 1998).

At first sight, it seems that the easy solution for discovering Chinese students' difficulties in speaking Russian is to analyze the Chinese phonetic system. However, the main issue is that Chinese language, excluding Mandarin, has a great amount of local dialects, pronunciation features of which greatly differ from one province to another. For some Chinese people, their dialect was the one they learned at first, while Mandarin was studied only after starting to attend school. Part of them continue using Mandarin with their regional dialect even after graduating school. Sometimes successful mastering of Russian pronunciation is affected not only by their native language, but also their knowledge of English as a first foreign language, since the majority of Chinese citizens start learning English in kindergarten. Its influence is, however, not that significant in most cases.

As many scientists note, interference of pronunciation skills from dialects create unique errors teacher may not be able to correct since they are usually aware of and understand typical errors of their group, depending on its native standard language (GANIEV, 2015; NURULLINA; SAFONOVA; CHUPRYAKOVA, 2015).

Difficulties with learning Russian pronunciation are usually caused by the requirement to not use phonological skills of one's native language [...]. The main obstacle is not learning foreign concepts, but abstaining from one's native language phonological skills. The right path to developing correct pronunciation in foreign language is to reject "their own" and master "other" customs (GANIEV, 2015).

Thus, all pronunciation errors can be classified by two main categories: interference errors and dialect errors.

Despite various dialects, all Chinese students of "RFL" classes make typical pronunciation errors, such as:

- 1) sounds [p] and [p'], which are absent from phonetic system of Chinese language, are replaced by similar ones (either [ʈp] instead of [p], especially in the beginning of the word, or the sound close to the English one [r] by pronunciation);
- 2) the plosives are pronounced breathy due to the absence of voiced consonants in Chinese language; they have consonants paired only by breathiness / nonbreathiness;
- 3) Russian sounds are pronounced very briefly and abruptly (staccato) instead of being coherent and smoothly transitioned from one sound to another (legato);

- 4) Chinese language uses « 吗 » [ma] particle to indicate question being asked, while Russian language has a certain speaking tone for the same purpose. Quite often this tone is absent in Chinese students' Russian speech due to the interference of pronunciation skills from native language;
- 5) there are problems with implementation of soft consonants due to the absence of hardness / softness concept in Chinese language. Because to this, sound [i] converts to [ы] – [выжу];
- 6) appearance of an overtone while pronouncing a final consonant in a word, especially if it ends with the soft sign (ь);
- 7) combinations of vowels with sonorant consonants are changed to nasal vowels (e.g.: АНГОН, телефон), since final sonorants can be reduced and previous vowels transform to nasal ones in Chinese language;
- 8) Chinese language has a great amount of vowel diphthongs, which is why pronunciation of Russian vowels is influenced by the pronunciation features of Chinese diphthongs (эга – [aita]);
- 9) the absence of vowel reduction in Chinese language makes all pronounced vowels unreduced in Russian speeches of Chinese students;
- 10) some sounds from Russian language are replaced by similar sounds from Chinese language: [č] → [ts] (учитель, часы, вчера); [ɪ] → [i] (май, мой).

As noted previously, it is important to note the spoken features of Chinese dialects while teaching Russian pronunciation. Chinese language has seven dialect groups: Guan (Mandarin), Gan, Xiang, Wu, Yue (Cantonese), Min, Hakka (Kejia). Many scientists insist that three additional dialect groups should be added: Jin, Huizhou and Pinghua. Some western linguists, as well as some Russian scientists-linguists, believe that Chinese may even be considered not one language, but a language family (YUNSHAN, 2017).

Without attempting to resolve this issue, we note several dialect groups that, in our opinion, exist in China, as well as the most common pronunciation errors that students make due to the influence of Chinese dialects:

- 1) Northern region (Beijing, Tianjin, Inner Mongolia etc.): [v] → [u];
- 2) North-eastern region (Heilongjiang, Liaoning, Jilin etc.): [c] → [c^h], [e] → [ai];
- 3) Sichuan, Chongqing, Hunan, Hubei, Guangdong, Anhui: [l] → [n], [n] → [l], [r] → [n];

- 4) Southern region: [š] → [s], [ž] → [z];
- 5) Dialect group Xiang (Jianxi etc.): [f] → [x];
- 6) Dialect group Min (Fujian etc.): [r] → [n].

Thus, the description of all types of pronunciation errors and their accounting while teaching "RFL" classes can help warn teacher about important communicative phonetic errors in Chinese students' speeches.

Summary

In the conclusion, our performed study has shown that main reasons why phonetic errors made by Chinese students of "RFL" classes are present are related to the articulatory and prosodic features of their native language, which greatly differs from Russian language by its sound system and shapes pronunciation culture of students. Furthermore, the existence of such high amount of Chinese dialects also hinders learning of Russian language, since every dialect has its own features that need to be accounted for in order to overcome phonetic barrier. Teacher of "RFL" classes has to take into account the specifics of Chinese language while teaching Russian phonetics. Ethnic oriented education of "Russian as a Foreign Language" classes provides positive results evident in many modern studies.

Conclusions

Authors of this study, conducted in line with ethnic oriented approach to learning languages, come to the conclusion that this approach is quite productive, since it allows to focus on the most vulnerable and problematic moments of learning foreign language related to the features of native language. The framework of this article can be of interest not only to the professionals of phonetics field that teach Russian language as a foreign, but also to the wide range of "RFL" teachers that use ethnic oriented approach in their pedagogical practices. The framework of this article can also be of use while creating training courses about Russian phonetics and while preparing for and conducting lessons for foreign students.

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