

VI International Forum on Teacher Education

Research of Problems of Teaching Russian and English to Bilingual Students

Zulfiya F. Yusupova* (a)

(a) Kazan Federal University, 420008, Kazan (Russia), 18 Kremlyovskaya street,
Usupova.Z.F@mail.ru

Abstract

The relevance of this research is due to the fact that the modern system of Russian teacher education sets the task of training competent and professionally trained teachers, including teachers of Russian and English languages. In this regard, this article is aimed at investigating the difficulties of teaching bilingual students two languages simultaneously: Russian and English in the framework of the training profile: Teacher education with two training profiles: Russian language and foreign (English) language, development of methodological recommendations for overcoming difficulties encountered by students of a methodological, linguistic, psychological nature.

The leading method in the study of this problem was a questionnaire method conducted among 200 students, which allowed us to identify the difficulties experienced by 1st and 2nd year students studying in the direction of "Pedagogical education with two training profiles".

The article identifies and describes the difficulties of linguistic, methodological, and psychological nature, justifies the need to develop a modern method of teaching two languages simultaneously to bilingual students, and develops methodological recommendations that will help students adapt to the higher education system in general, and language training in particular.

The materials presented in the article allow us to assert that it is practical to take into account the specifics of the students' native language, the specifics of the studied languages - Russian and English. The methodological system developed by us contributes to more successful language acquisition within the framework of specialized training.

Keywords: professional education, bilingual students, Russian, English, language training, methodological system.

© 2020 Zulfiya F. Yusupova

This is an open access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

Published by Kazan federal university and peer-reviewed under responsibility of IFTE-2020 (VI International Forum on Teacher Education)

* Corresponding author. E-mail: Usupova.Z.F@mail.ru

Introduction

The problems of language training of future teachers of Russian and English languages have long been in the field of view of leading scientists: linguists, teachers, psycholinguists, linguodidactics. The development of methodological, linguistic, pedagogical, and psycholinguistic aspects of teaching two or more languages remains relevant, as the number of bilinguals and polylinguals in the world is becoming more and more. The problems of teaching bilingual children are sufficiently developed, and the issues of teaching bilingual students are still insufficiently developed. This article is aimed at studying the difficulties in teaching bilingual students two languages simultaneously: Russian and English as part of the training profile: Pedagogical education with two training profiles: Russian and foreign (English) language.

Our experience with bilingual students of 1st and 2nd years shows that most of them cannot cope with the volume and complexity of the language material being studied, with the need to learn the phonetic, lexical and grammatical structure of two languages simultaneously, despite the fact that some students speak Russian better and English worse. For successful mastering of the studied languages, we have studied the difficulties encountered by students and their nature, then analyzed the results obtained, systematized and described. Further, this allowed us to develop well-thought-out guidelines for language acquisition. Thus, the relevance of the research is due, first, to the needs of professional training of students in Russian universities and the formation of their language and communication skills, second, to the need to solve the problem of bilingual students' assimilation of two language systems (Russian and English), and third, to find the most effective methods of teaching languages.

Purpose and objectives of the study

Purpose and objectives of the study empirically check the readiness of bilingual students of 1st and 2nd years to study Russian and English languages in the conditions of their professional linguistic education.

Literature review

Both domestic and foreign researchers deal with the problems of teaching bilinguals, as well as issues of teaching languages to students. In the late twentieth and early twenty-first century become extremely topical issues of teaching foreign students in Russian universities based on the profile of training: Azimov (2009), Valeeva (2016), Lysakova (2014), Smurova (2015), Hamraeva (2015), Rakhimova and Yusupova (2015) and others.

Of interest are the works that outline new ways to solve the problem of professional language training of

students: Matveeva (2016), Yusupova (2016), Zabuga et al. (2018), Yusupova (2018), Korneeva (2017), Petrova (2015), Nurullina et al. (2016), Prince (2004), Kroll et al. (2008), Shkurko et al. (2017), Shaikhutdinova et al. (2017) and others. The research is devoted to solving topical methodological problems: developing new textbooks and manuals for teaching languages; taking into account the specifics of the native language of students when teaching other languages; compiling tasks on phonetics, vocabulary and grammar of the studied languages; developing new lexical minimums for bilinguals; compiling a glossary on the discipline, etc. However, the problems of bilingual students learning two languages simultaneously: Russian and English have not been solved enough. Already in the first year, these languages are studied as a system (modern Russian and modern English), the curriculum includes disciplines for practicing types of speech activity (speaking, listening, reading, writing). It is necessary to investigate the difficulties faced by bilingual students from neighboring countries (Uzbekistan, Kyrgyzstan, Turkmenistan, etc.) who do not have sufficient knowledge of Russian and English and experience great difficulties in the 1st year.

Methodology

Russian language research is aimed at identifying the difficulties experienced by bilingual students in learning two languages, Russian and English, processing the data obtained, studying the available methods of teaching Russian and English, as well as offering the most effective methodological recommendations for the study of Russian and English.

To achieve this goal, various research methods and techniques were used. Questionnaire as one of the most frequently used methods of empirical research, which allowed us to interview students and get the necessary information for our research. We used an observation method that allowed us to describe the responses of bilingual students in Russian and English classes. Quantitative and qualitative data processing, analysis and generalization were also applied.

The experimental base of the research. The experimental base of the research was the Higher School of Russian and Foreign Philology, Institute of Philology and Intercultural Communication, Kazan Federal University. Four groups of 1st year students and one group of 2nd year students of the pedagogical education direction were selected to participate in the experiment: Russian and foreign (English) languages. A total of 200 bilingual students from neighboring countries participated in the survey, including Turkmen, Uzbek and Tajik students.

Stages of the experiment. The study was conducted in several stages. At the first stage, the existing methods of teaching Russian and English in the higher education system were studied, and the degree of their possible

application in the conditions of teaching bilingual students was analyzed. The problem and goal were identified, research methods were selected, and an algorithm for conducting the research was developed. At the second stage, questions were prepared for the survey of students of the 1st and 2nd courses, the survey was conducted, the data obtained were processed, described and summarized. In the period from October to December 2019, 50 classes were also held in Russian and English. Based on the data obtained, an attempt was made to develop guidelines for teaching Russian and English to bilingual students.

Results

The materials of the ascertaining experiment allowed us to identify the following difficulties that bilingual students face when simultaneously studying the Russian and English language systems. The difficulties we identified were divided into three categories:

1. Difficulties caused by the linguistic features of Russian and English:

- different languages by structure: Russian and English are inflectional in grammatical structure, and the native language of students is agglutinative (for example, Turkmen, Uzbek);
- Russian is a synthetic language; English is an analytical language;
- in Russian, there is an extensive system of case endings;
- the Russian language is distinguished by the presence of homonymous forms, which is not typical for a number of other languages, etc.
- Russian was studied at school by many students from neighboring countries, and knowledge and skills in the field of English are less developed than in Russian.

2. Difficulties caused by language teaching methods:

- when teaching Russian as a non-native or foreign language, the methodology is based on taking into account the peculiarities of the native language of students;

Russian language training takes place in a language environment: students hear Russian everywhere: on public transport, at the University, on the street, etc.

- students learn English in the absence of a language environment and practice, so the development of speech skills is more difficult, etc.

3. Difficulties caused by psychological factors:

- students experience a cultural and language shock as they find themselves in a different country with different cultural traditions;
- the difference between the traditions of teaching in the native country of students and the traditions of teaching in the Russian education system;
- yesterday's students become students, it is difficult to get used to new living conditions, training, etc.;
- have difficulties communicating with a large number of people, the microclimate in the group, etc.

Russian and English language studies have shown that in the first months of training, students experience a lot of stress associated with a simultaneous increase in the volume of information received in Russian and English, with an increase in the volume of homework, tasks for self-study, etc. Unfortunately, many students do not keep up with the teacher's speech rate, because the level of proficiency in Russian or English is much lower. In the course of observation, we recorded typical mistakes of students, among which we can point out the following:

- phonetic and phonological errors: incorrect articulation of sound, violation of the norms of accent and pronunciation in general;
- errors related to incorrect intonation of sentences in the speech stream, while incorrect intonation was encountered both in Russian classes and in English classes;
- errors caused by violation of grammatical norms of the Russian language, numerous errors in violation of the norms of coordination, management, word order in a sentence, etc.;
- numerous mistakes on violation of norms of spelling and punctuation;
- errors related to violation of lexical norms: first, the presence of a small stock of words in both languages studied; ignorance of the meaning of polysemous words; inability to use words in accordance with the communication situation; lack of knowledge of scientific vocabulary and terminology, etc.

Discussions

The identified difficulties allowed us to identify and develop methodological recommendations that could contribute to a more successful mastering of Russian and English by bilingual students. Our recommendations include the following:

- it is necessary to study the curriculum of the educational program and in the first semester of the first year to study those disciplines that are more aimed at correcting and improving oral speech skills, such as “Practice of oral communication in Russian”, “Practice of oral communication in English”, etc.

Russian language course in the first semester of the first year to study a propaedeutical course that would prepare students to learn the main course of Russian language;

- when teaching, the teacher must take into account the peculiarities of the students’ native language, which will help to develop a strategy for preventing and overcoming interference errors of students in oral and written speech;

- develop new methods of teaching Russian and English, taking into account the specifics of the training profile and the student body. Today, the teachers of the Department of Russian language and Methods of Teaching have begun to develop a series of textbooks addressed to bilingual students;

- development of online resources for working out the types of speech activity of students, for independent work, etc.

Our proposed recommendations currently are being tested. In the future they will be adjusted taking into account the conditions of implementation and introduction.

Conclusion

In the course of the research, we were able to identify difficulties in teaching bilingual students two languages simultaneously: Russian and English in the framework of the training profile: Teacher education with two training profiles: Russian language and foreign (English) language, developed methodological recommendations for overcoming difficulties encountered by students of a methodological and linguistic nature. The survey was completed by 200 first- and second-year students studying in the direction of “Pedagogical education with two training profiles”.

We have made an attempt to justify the need to develop a modern methodology for teaching two languages to bilingual students, and have developed guidelines that will help students adapt to the university education system in general and language training in particular.

Acknowledgements

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

References

- Azimov, E. G. (2009). *New dictionary of methodological terms (theory and practice of language teaching)*. Moscow: Ikar.
- Hamraeva, E. A. (2015). *Russian for bilingual children: Theory and practice: Textbook*. Moscow: Bilingva.
- Kroll, J. F., Bobb, S. C., Misra, M., & Guo, T. (2008). Language selection in bilingual speech: Evidence for inhibitory processes. *Acta psychologica*, 128(3), 416-430.
- Korneeva, T. A. (2017). Formation of professional speech culture of a teacher of Russian language and literature in the context of the recommendations of the professional standard of the teacher. In *3rd International forum on teacher education Proceedings* (pp. 342-350). Kazan: Otechestvo.
- Lysakova, I. P. (2014). Russian words in the mirror of the Chinese language: Linguodidactic aspect. *Russian Language Abroad*, 6, 43-53.
- Matveeva, N. N., & Fatkhutdinova, V. G. (2016). National component in Russian word-formation: linguodidactic aspect. *Journal of Language and Literature*, 7(2), 233-236.
- Nurullina, G. M., Usmanova, L. A., & Rakhimova, D. I. (2016). The use of moderation technology at lessons of Russian language as the development of pupils' cognitive activity. *The European Proceedings of Social and Behavioural Sciences (EpSBS) Volume, 12*, 173-179.
- Petrova, V. I. (2015). Comparative analysis of the systems of teacher training in the modern world educational space. *Modern problems of science and education*. Retrieved April 28, 2020, from <http://www.science-education.ru/ru/article/view?id=17209>

- Prince, M. (2004). Does active learning work? A review of the research. *Journal of engineering education*, 93(3), 223-231.
- Rakhimova, D. I., & Yusupova, Z. F. (2015). Semantics and pragmatics of demonstrative pronouns in Russian and Turkic languages. *Journal of Language and Literature*, 6(2), 113-116.
- Shaikhutdinova, R. I., Lukoyanova, Y. K., & Savitskaya N. (2017). Analysis of postmodern text when teaching Russian as a second native language. *Modern Journal of Language Teaching Methods*, 7(11), 155-160.
- Shkurko, V. Y., Lukoyanova, Y. K., & Sergeeva E. (2017). Using fictional texts in teaching Russian as a second native language. *Modern Journal of Language Teaching Methods*, 7(10), 59-63.
- Smurova, T. V. (2015). Lexical and grammatical difficulties and ways to overcome them when studying Russian by Chinese students. *Current problems of Humanities and Natural Sciences*, 5, 287-290.
- Valeeva, R. A. (2016). Quadrature of pedagogical education transformation. In *2nd International Forum on Teacher Education Proceedings* (pp. 23-25). Kazan: Kuranty Publ.
- Yusupova, Z. F. (2018). Developing subject competence among student teachers: Outcomes of pedagogical practice in Russia. In *4th International Forum on Teacher Education Proceedings* (pp. 404-411).
- Yusupova, Z. F. (2016). Dialogue of cultures of teaching of Russian as a foreign language in the Chinese audience: Approaches and solutions. *The European Proceedings of Social and Behavioural Sciences EpSBS. IFTE, 2016*, 203-207.
- Zabuga, A., Yusupova, Z., Aleeva, G., & Brenchugina-Romanova, A. (2018). Teaching the Russian language at the level of professional education as a linguo-didactic problem. *National Academy of Managerial Staff of Culture and Arts Herald*, 3, 860-862.