

TECHNOLOGY OF TEACHING THE CONSONANT SYSTEM OF THE SECOND LANGUAGE

*Gulnara R. Shakirova**Kazan Federal University**Firaz F. Kharisov**Kazan Federal University**Chulpan M. Kharisova**Kazan Federal University**Natal'ya F. Vinogradova**Institute for Strategy of Education Development of the Russian Academy of Education*

Abstract. The article deals with the technology of teaching the consonant system of Tatar as the second language. It is established that to determine the most efficient ways of teaching Russian-speaking students phonetic system of the Tatar language it is necessary to have information not only about the features of the contact languages, but also to determine the features of perception and reproduction of some elements of the phonetic system, taking into account the students' experience. Determined that the most difficult for students is the consonant [h] of Tatar, which is usually replaced consonant [x] of student's native (Russian) language. Classification of Tatar consonants conducted according to the scheme: similar in the compared languages; similar in both languages, but having features in each of them ([x], [ч], [г], [к], assimilation to voiced or voiceless); characteristic only of the Tatar language ([w], [гъ], [къ], [ж], [н], [h], [гамза], nose, labret, velar assimilation, accommodation consonants

Keywords: technology, classification, consonants, phoneme, assimilation, vocabulary, word formation, grammar, audition, speaking.

1. Introduction

The features of changes the sound and phonetic phenomena is done by conducting of comparative-typological analysis of the orthoepic system languages. This provides an opportunity to identify cases of conformity and distinction between them in the speech. To determine the most efficient ways of teaching Russian-speaking students phonetic system of the Tatar language, it is necessary to have information not only about the features of the languages studied, but also to establish the specific features of the perception and reproduction of some elements of the phonetic system in accordance with the students' experience [1]. At Tatar lessons Russian-speaking student hears a phoneme as a complex object of study: first of all he perceives, and then reproduces similar sounds with the native language. For example, the practice shows that the most difficult for students is the consonant [h], which is usually substituted by consonant [x] of the native language of the students. Instead of labiodental-lip slot die [w] in words [w]акыт (time), та[w]ыш (voice) labiodentals-dental [b] pronounces. This contributes, firstly, the graphical closeness of the consonant in both languages; secondly, erroneous perception and reproduction of letter (graphic) image of this consonant in composition of separate lexical units. In the process of practical work we came to the conclusion that more effective method of the prevention and elimination of mistakes in students' speech is the phonological approach to pronunciation teaching. It should be based on articulation skills of students' native language, which is then adapted to studying the orthoepic features then. Therefore, it is necessary to conduct of the elimination of pronunciation mistakes based upon the results of the comparison of teaching languages.

2. Methods

The study of orthoepic features of the foreign language is difficult process which is carried out in all the years of teaching students. The choice of methods to improve the results of the teaching consonant system of the second (Tatar) language, of course, depends on the abilities of the students, conditions and the general mood of the children created by the teacher in the classroom with using a variety of text-books, interactive forms of work. In our opinion, the most effective methods are the methods of imitation to the teacher, comprehensive monitoring on the implementation of basic orthoepic features in working with the consonant of Tatar, and active drawing of consonants to communication process.

3. Results

It was taken into account some transposition material of Tatar and Russian at compiling of exercises system. This is the pronunciation of the vowel [y], the consonants [б], [п], [м], [д], [т], [з], [с] in the units of the language. For training in pronunciation the closest sounds we can recommend the following exercise: listen to and pronounce Tatar words and compare them with the Russian. Pay attention to the pronunciation of the vowel [y], the consonants [б], [п], [с], [т], [м], [н], [р]: нур (beam) – тур (here), бар (go) – бар (bar). At the same time we proceeded from the fact, that the overlapping of individual features significantly complicates the assimilation of pronunciation features of the learning language, and they are the cause of interference mistakes. So it requires the special training exercises for their prevention and overcoming. A student of Baudouin de Courtenay, Professor E. D. Polivanov, for the first time had proved that the foreign language speech is perceived through the sieve of the native phonological system at mastering the phonological system of the learning language. The Methodists and psychologists are unanimous about what

particular difficulty are the sounds of the studied and native languages, the articulation of which is close. The difficulty of learning the pronunciation of consonants, which have some overlap in certain traits, requires the creation of a special system of work designed to prevent and overcome interference mistakes of the students.

In the methodological literature, the identification of phonemes of the learning language with similar phonemes of the native language is called substitutive. As an exercise to overcome the substitution it can be offered comparative pronunciation of the following words.

сыр (thread) – сыр (cheese); сын (the statue) – сын (son)

A lot of mistakes allowed by students at the pronunciation of [x], [ч], [г], [к], consonants assimilation in voiced or voiceless. Therefore, a large place in the proposed system of exercise is given to practice the pronunciations of this group of phonetic phenomena.

The pronunciation work of students mastering II consonant derivational forms in connection with a positional change of consonants by students it should be constructed as follows:

1. Read the words. Compare your pronunciation with transcription of the words with consonants [x], [ч], [г], [к].
2. Read and write the data words in the transcription. Follow the difference in the pronunciation and spelling of the consonant [x], [ч], [г], [к].
3. Read these pairs of words. Note the hard and soft pronunciation of the consonant [x], [ч], [г], [к].
4. Write down these words in notebooks. Underline one line of the hard consonants and two line soft consonants.

Furthermore at the lessons of Tatar it is actively use entertaining exercises by teachers. These exercises are aimed at developing skills of pronunciation in terms of comprehension of specific features of perception and reproduction of the phonetic material of the learning language. In the same aim, at present the computers and CDs to them are used at the lessons [2].

Pronunciation exercises are aimed primarily at practicing those phonetic phenomena that are similar to students' native language, but differ in the studied with its features. One of such feature is requires special attention to the specifics of the hard or soft pronunciation of the consonants of Tatar, which affects not only the sound, but the meaning of the word. To develop skills of correct pronunciation of consonants of the learning language complex of exercises were offered to the students of III class:

1. Listen and repeat consonants in interval.
2. Say the consonant sounds in words. Write these words and underline the hard consonants one, the soft consonants – two lines.
3. Read the riddle, guess and learn by heart it.
4. Read and memorize the tongue twister. Define hard and soft pronunciation of consonants.
5. Think and name words with hard and soft pronunciation.

When performing these exercises, the students have worked simultaneously with the graphic of word, with tables and drawings. In addition, it was used for audio and video recording.

Experimental teaching confirmed the hypothesis of the research: the answers of students of experimental classes to same tastes were much better (86.2 %) than in the control classes (53.4%).

4. Discussion

It should be pointing out that phonological mistakes are phonetic mistakes at the same time, because they are accompanied by the wrong choice of allophones of phonemes, characterized by its own articulation. Usually phonetic mistakes do not affect the phonological system, because they are articulation. However, phonetic mistakes connect with phonological because they are the result of the influence of the native language's articulation base, depending on the composition and system of phonemes. They both lead to the speech accent, the originality of which depends on the nature of articulation mistakes.

In the practice of phonological and phonetic flaws in the speech of Tatar students we characterize without special distinction, because based upon the goals of teaching Tatar as a foreign language, they are all the same significant and should be taken into account in the process of formation and development of pronunciation skills in the second language.

Comparison of phonological systems of Russian and Tatar languages gave the opportunity to discover linguistic facts that require adjustments to the methodology of pronunciation training with differs from the traditional forms of teaching of the Tatar language as native and non-native.

Modern linguamethodical science recognizes significant relationship between teaching second language from the skillful use of positive and negative experience transfer of knowledge, skills of students at their native language [3]. For example, the Tatar graphics, based upon the Cyrillic alphabet, promotes easier assimilation of the consonant system of the teaching language [4]. The majority of the Tatar consonants are alphabetic correspondences in students' native language – Russian. With this in mind, we conducted the classification of Tatar consonants according to the following scheme:

- similar in the compared languages ([б-п], [д-т], [ж-ш], [з-с], [в-ф], [м], [н], [р], [л], [й]);

- similar in both languages, but having features in each of them ([x], [ч], [г], [к], assimilation to voiced or voiceless);
- characteristic only of the Tatar language ([w], [гъ], [къ], [ж], [н], [h], [гамза], nose, labret, velar assimilation, accommodation consonants).

In the preparation of the program of work on the formation and development of orthoepic skills on the second (Tatar) language, we paid the main attention to consonants and phonetic phenomena which is present at both languages, but having some differences at each of them ([x], [ч], [г], [к], assimilation of voiced or voiceless), and also, specific phonemes and phonetic regularities, characteristic only at the Tatar language.

To the features of the activities of teachers and students in the formation and development of Russian orthoepic competence students should include the new system of present and activation of phonemes and phonetic phenomena of the Tatar language in the process of teaching lexical material containing general and specific phonetic phenomenon. In this case, we paid more attention to the exercises which help overcome the interfering influence of the Russian language (as native language of students) to the learning language, because first of all the systematic exercises need to help students clearly distinguish between correct and incorrect pronunciation. Besides we must help the organs of speech to find familiar movements that are necessary to achievement, the good effect.

Acquaintance of the phonetic and phonological system of the Tatar language should begin in preschool educational institutions and continue during all the years of training. Traditionally, at the beginning the vowel system of the Tatar language, which fulfils role of meaning difference and syllable form in it, learns. Consonants of the Tatar language dominate by quantitative composition. If 9 vowels with three borrowed from the Russian language form the vowel system, then the consonant system is 28 consonants of Tatar language. However, for successful mastering of pronunciation norms of Tatar's consonants, of course, it is necessary to consider, on the one hand, the peculiarities of the synharmonism, on the other – solid or soft reproduction of consonant taking into account the quality of next vowels.

The results of the pedagogical activities of the teacher depend on performances of this work at the preschool and primary. It is on these stages of teaching the second language at the appropriate level are formed of pronunciation skills in connection with audition, speaking, reading and writing. The performance of students' work can and should be determined at the beginning and the end of primary – 1-4 classes, secondary – 5-9 classes, and at the end of the school as a whole – 11class.

In the proposed teaching technology of consonant system program and system of exercises based on the principle of gradual increase of phonetic difficulties in mastering the pronunciation features of the foreign language taking into account the main categories of methods of teaching Tatar as a foreign language – its communicative orientation. In these conditions, of course, the problem of formation and development of pronunciation skills in the second language in accordance with the learning vocabulary, word formation and grammar is important [5].

In each class the formation of pronunciation skills in the assimilation of phonemes and phonetic phenomena common to these languages and specific for the Tatar language is the result of accordance with the learning vocabulary. For example, in the study of the topic "Clothing and footwear" (in 1st class) it is paid attention to the pronunciation of consonants [к], [ч], common to the learning languages, but having its own features in each of them. Study of phonemes and their combinations are introduced into the composition of words, phrases, sentences and texts based on the vocabulary of the theme. For this, it is taking appropriate affixes should be linked.

Another important aspect in teaching pronunciation activities of students – consideration of derivational possibilities of the Tatar words to fill in replenishment the vocabulary. For example, in the 5th grade in the study of "School" it is intended to learn the affixes of the degrees of comparison of adjectives. These word forms show specific agglutinating possibilities of the Tatar words, which reflect the main phonetic law – singarmonizm and its variants [6].

Communicative orientation of the teaching of the Tatar language does not reject the use of adapted and authentic texts of different genre forms. Therefore, the formation and development of pronunciation skills to accordance with the language grammar are important in the assimilation of intonation in different communicative type of sentences and also words with logical intonation.

5. Conclusions

Linguistic Methodists, psycholinguists are united in the view that phonetic work, which orders formation and development of orthoepic skills, should be conducted in all the lessons of the Tatar language [7]. It is necessary to devote systematically portion of class time for it. The basic content of which can be facts of morphology or syntax. "In this case, it is natural to require data linking morphological facts with some phonetic exercises" [8].

Pronunciation exercises should take place in all consents, in all the years of the child's education at school [9]. It's worth noting that the basic unit of study in different consents will be different. In the first concentration (in primary school) when working out the pronunciation basically "start from the syllable structure of words and word forms; at the second – from the form of word in word combination, at the third – it pays the main attention to the intonation of the learning language, the main intonation constructions" [9,10].

Thus, the object of study (assimilation) the Tatar language changes in the pronunciation exercises of the school course. Work on each of them passes through the same stages: the perception and reproduction; changing the ratio of flow time, proportion of methods or aspect of exercises to learn consonant. If at the elementary school more space and time dedicated to the reproduction of the consonant phonemes and phonetic phenomena, then at the next more space

and time given to learn in the process of communication – improving skills in oral communication. Furthermore, the listening exercises at the second and third consents have relatively less space than at the first [11].

In conclusion we would like to point out that the results of pedagogical activities of the teacher depends on the proper organization of this work in the preschool at the preschool and primary, and it is necessary to determine effectiveness at the beginning and end of each consent. It is concluded that the orthoepic competence is achieved by students working in accordance with the learning vocabulary, word formation and grammar in close connection with the formation and development of skills for the main types of speech – audition, speaking, reading and writing in learning language.

6. Acknowledgements

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

References

1. Beniwal, r. K. (2017). Generation of single and multiple power quality disturbances using matlab/simulink. *International journal of engineering, science and*, 6, 10-15.
2. Husnutdinov D.H., Aidarova S.H., Sagdieva R.K., Plotnikova H., Velikanova S. Information and communication tools for Tatar language teaching//*Modern Journal of Language Teaching Methods*. – 2017. – Vol. 7, Is.12. – Pp. 124-132.
3. Lysakova I.P. *Methodology of Teaching Russian as a Second Language: Instructional Aid for Teachers // Dynamics of linguistic and cultural processes in contemporary russia: Society of teachers of Russian language and literature (Saint Petersburg)*, 2014 - Pp. 67-71.
4. Abdrakhmanova A.A., Galiullina G.R., Aidarova S.H. Aspects of Tatar ethnic oriented teaching as a foreign language//*Modern Journal of Language Teaching Methods*. - 2016. - P.181-185.
5. Aydarova S.H., Giniyatullina L.M., Sagdieva R.K., Husnutdinov D.H., Mirzagitov R.H., Gabidullina F.I. Models of media education in teaching Tatar language//*Espacios*. - 2017. - Vol.38, Is.60.
6. Horlacher R. Schooling as a means of popular education: Pestalozzi's method as a popular education experiment//*Pedagogica Historica*, 2011. Vol.47. Pp. 65– 75.
7. Aliyeva T.N. Teaching Russian pronunciation in the eight-year-old Azerbaijani school. Baku: Education, 1969. - 147 p.
8. Shakirova L.Z. Fundamentals of the methodology of Russian language teaching at the Tatar school. - 3rd ed., rev. and supplemented. - Kazan: Magarif, 1999. - 351 p.
9. Shakirova G.F. Intrapersonal Gender Role Conflict of Self-Actualized Personality//*World Applied Sciences Journal*, 30(4). – 2014. – Pp. 460–462.
10. Escobar, Edisson Stiven Castro. "La migración como proceso de transformación territorial: una mirada teórica." *Opción*34.86 (2018): 667-695.
11. Leont'ev A.A. Fundamentals of psycholinguistics. – M: Meaning, 1999. – 220p.
12. Yusupov R.A., Aydarova S.H., Sagdieva R.K., Harisova G.F. Improving efficiency of teaching the Tatar language to a foreign audience//*International Education Studies*. – 2015. – Vol. 8, Is. 5. – Pp. 158-164.