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THE CORRECTING PROCESS OF PRONUNCIATION AT THE BEGINNERS' LEVEL IN RUSSIAN AS FOREIGN

This article discusses the problem of learning pronunciation and phonetics of Russian as foreign language. The purpose of the article is to review the characteristics of this type of competence, its importance to master the system of language. There have been characteristic features of acoustic and perceptual phonetics of foreigners as having a great influence on the process of mastering the speech activity in Russian. We generalize practical experience with the foreign audience at the initial stage of learning Russian as foreign language. Particular attention is drawn to the difficulties of perception and mastering the Russian phonetic system of representatives of the peoples of Southeast Asia. Also there are analyzed some characteristics of Russian phonemes as an example of the reduction vowels, consonants in stunning combinations of words with prepositions. And it is revealed the necessity of permanent system performance by foreigners of different exercises aimed at mastering the phonetics of the Russian language. These exercises should involve practicing the pronunciation, intonation, as well as work with varying emphasis. The authors note that these skills must be received by students at the basic level of education. Phonetics language, its rules must be studied and practiced by students constantly.

Key words: pronunciation, phonetics, phonological knowledge, competence phonetic, phoneme, acoustic phonetics, perceptive phonetics.

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Орыс тілін шет тілі ретінде оқытудың бастапқы деңгейінде айтылымды түзету үдерісі

Мақалада шетелдіктерге орыс тілінің фонетикасын үйрету мәселелері қарастырылған. Аталмыш құзырет түрлерінің ерекшеліктерін, сонымен қатар оның тіл жүйесін меңгерудегі маңыздылығын қарастыру мақала мақсаты болып табылады. Орыс тіліндегі сөйлеу қызметін меңгеру үдерісіне үлкен әсер ететін шетелдіктердің акустикалық және перцептивтік фонетикасының өзіндік ерекшеліктері байқалады. Орыс тілін шет тілі ретінде оқытудың бастапқы деңгейінде шетелдік аудиториямен жұмыс істеудің тәжірибесі жиынтықталады. Оңтүстік-Шығыс Азия халықтары өкілдерінің орыс тілі фонетикасының жүйесін меңгеруі мен қабылдауындағы қиыншылықтарға ерекше көңіл бөлінеді. Орыс тіліндегі о дауысты дыбысының қысқандануы, сонымен қоса дауыссыз дыбыстардың көмекші сөздермен тіркескенде қатаңдануы сынды өзіндік ерекшеліктерге талдау жасалынды. Шетелдіктердің орыс тілі фонетикасын меңгеруге бағытталған әртүрлі жүйедегі жаттығулар жасату қажеттілігі айқындалып дәлелденді. Аталмыш жаттығулар дыбыстарды айту, дауыс ырғағы, сонымен бірге өзгеретін екпін түрлерімен де жұмыс жасау сынды мәселелерді де қамту керек. Мақала авторлары тіл үйренушілерден жоғарыда айтылған дағдылар тіл оқытудың қарапайым деңгейінде талап етілуі керек деп есептейді. Тілдегі дыбыстар мен ережелерді тіл үйренушілерге ұдайы меңгертіп, жетілдіріп отыру қажет.

Түйін сөздер: айтылу, фонетика, фонологиялық мағлұмат, фонетикалық құзырет, фонема, акустикалық фонетика, перцептивтік фонетика.

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Процесс корректировки произношения на начальном этапе в РКИ

В данной статье рассмотрены проблемы отработки произношения у иностранных слушателей на начальном этапе обучения русскому как иностранному, а также обучения фонетике русского языка. Цель статьи заключается в рассмотрении особенностей данного вида компетенции, её важности для овладения системой языка. Отмечаются характерные особенности акустической и перцептивной фонетики иностранцев как имеющие большое влияние на процесс овладения речевой деятельностью на русском языке. Обобщается практический опыт работы с иностранной аудиторией на начальном этапе обучения русскому как иностранному. Особое внимание обращается на трудности восприятия и овладения русской фонетической системой представителями народов Юго-Восточной Азии. Проанализированы некоторые характерные особенности русских фонем на примере редукции гласной о, оглушения согласных в сочетаниях слов с предлогами. Выявлена и обоснована необходимость постоянного выполнения иностранцами системы различных упражнений, направленных на овладение произношением русского языка. Данные упражнения должны охватывать отработку произношения, интонирования, а также работу с изменяющимся ударением. Авторы отмечают, что данные умения и навыки должны быть получены учащимися на базовом уровне обучения. Фонетика языка, правила произношения должны изучаться и отрабатываться учащимися постоянно.

Ключевые слова: произношение, фонетика, фонологические знания, фонетическая компетенция, фонема, акустическая фонетика, перцептивная фонетика.

Training of foreign students to practical phonetics and intonation of the Russian language is one of the most complicated and long-lasting aspects of teaching Russian as a foreign language. Aspect has several objectives: 1) pragmatic, or communicative, aimed at improving auditory and pronunciation skills. This is the most common goal for all students, regardless of their future profession; 2) methodological, or professional. This is specific for students of Philology goal, aimed at the assimilation of systemic effects of the Russian sound system and the possible interference of deviations from the norms of pronunciation, mastery of control and self-monitor pronunciation and ways and methods of correction articulation and intonation; 3) finally, linguistic research, which requires to teach students to observe, evaluate, and explain the facts of sound structure of the language, to be able to compare phenomena in different languages, to find the causes of speech errors and consciously to correct them (Avanesov R.I., 1984: 140).

There are diverse problems of practical training of students-foreigners to Russian phonetics and intonation in different types of speech activity. So, in terms of audition, the student must learn to accurately perceive the overall phonetic shape of Russian words in the speech stream and rhythmical-intonation design of speech, combining in the minds of plan of expression, plan of content, to learn to un-

derstand the importance of sounding the statements emerging from the interaction of lexicon, syntax, intonation and context. In the process of mastering phonetically correct oral language — speaking the student should learn in full the Russian articulation base in the field of syllables, words, phrase, phrases, primarily in the full style of pronunciation, to acquire all the diverse types of switches articulation from one articulation to the other within a word, phrase, syntagma.

Learning to read (and read aloud) involves: 1) formation of ability to voice the text in accordance with the phonetic laws governing the sound appearance of the written words; 2) development and automation skills allocation and continuous reading syntagm, determining the place of the syntagmatic accent, correct rhythmical-intonational design syntagm and phrases with regard to their communicative type, functional-stylistic and emotional — expressive characteristics; 3) mastering all phonostilistics means for fluent and expressive reading of texts of different functional styles and genres. Finally, the phonetic task of the workshop is to educate student-sorthographically correct writing, the writing overall phonetic shape of words according to the spelling principles of the Russian language, the assimilation of compliance letter and sound forms of Russian non-root morphemes and of morphonological alternations in the root.

Teaching Russian as a foreign language involves the formation of a number of competences: orthographic, phonetic, and communicative. Phonetic competence, namely knowledge of the theoretical and practical aspects of phonetics in studying language is the basic part of speaking, listening, understanding verbal and written language. This explains the systematic study of foreign language, which begins with an introductory as the phonetic course and is accompanied by work on the phonetics during almost the whole course of language teaching.

Students, who are already engaged in systemic study of Russian language and have specific knowledge in grammar, are suggesting support or corrective courses of phonetics that will help to correct and further avoid some phonetic mistakes in pronunciation.

Phonetics examines not only language function, but also the material side of the object: the work of the articulator apparatus and the acoustic characteristics of sound phenomena and their perception by native speakers.

Phonetics is a branch of linguistics that studies the sounds in connected speech, their compatibility and their positional changes. The range of problems of general phonetics is quite wide. Phonetics studies:

- 1) general conditions of sound production, the capabilities of the articulator apparatus;
- 2) acoustic properties of sound units;
- 3) functional aspect of speech sounds (the study of phoneme);
- 4) patterns of combinations of sounds and their influence on each other in the speech;
- 5) nature of the syllable and the laws of syllabification;
- 6) stress and vowel harmony as a means of organization of the phonetic structure of words;
- 7) intonation as a means of organizing utterance units;
- 8) relationship of language sound with the writing (with graphics and spelling).

For successful communication and self-confidence student must have phonetic literacy, which is determined by the correct pronunciation of sounds, understanding of the rhythm of Russian speech, proper intonation design statements.

The highest value, in our opinion, is the systematic study of phonetics for listening, as it can give an answer to the question: «Why I don't understand, although I actually know enough words in that language?» Having received the answer to this question, the student gets the answer to the question «How do you need to start to understand sounding speech?» is listening real articulation and real pace

a large amount of authentic texts, and then speak, comparing your pronunciation with sounding material. Thus, we can say that the phonetic competence serves as a tool to achieve communication.

At the present Russian language study involves representatives of the language systems radically different from the Russian language (Japanese, Chinese, and Koreans). Precisely linguistic skills in the field of phonetics serve as a basis for further study of Russian language. Question of specialized study of phonetics and phonetic rising of the students' level knowledge raises a new question: what is the ratio of the communicative principles and linguistic literacy in the field of Russian language and national peculiarities and phonetic system of the native language of foreign students during studying phonetics?

Starting to learn a foreign language, the learner faces a number of challenges that greatly complicate the process of mastering a foreign language. This is primarily due to the transition to a phonetic system of another language, especially when detected, caused by the influence of the phonetic system of the native language.

So when learning another language to eliminate the influence of the phonetic system of the native language is necessary a conscious comparison of articulations and speech sounds of both systems as modern researches have demonstrated.

Linguistic phonetic literacy in the field covers four areas: audio pronunciation and change the positions of sounds; design of inflections and cases of their application; the emphasis in the words and moves it to the appropriate application of the word; syntagmatic division of the phrases into separate members.

Here great importance is the understanding of phonemes – sounds that are in a strong position: for vowels is the position under stress, for a consonant is the position before vowel or sonorous sound. One of the problems of perception of foreign speech is that during speaking, in our case, in Russian, student does not separate sounds from each other, saying them together (and sometimes the sounds overlap each other, or generally fall out, e.g., *сшанкой* [ɕ:ʌpkʲu]). In the speech sounds are modified under the influence of the neighboring phonemes. Let's compare: *сделать* [z' d'lyt']; *втемпаду* [ftetrad']; *изжурнала* [iz:zhurnalʌ].

Between Russian phonemes *o*, *e*, *я* – *ois* considered the most volatile of the phoneme. In unstressed position phoneme *o* is reduced, but when the letter «o» is in the unstressed position, and follows a hard consonant, it is pronounced as a short dim reduced sound, hardly recognizable as, for example, *з[ʌ]*

лова. Based on the experience with foreigners, we can say that the qualitative and quantitative changes of the sound associated with the phonemes o, e, я generate the greatest number of difficulties in the speech and in the perception of Russian sounding speech.

The most interesting, in your opinion, is the acoustic and perceptual phonetics. Acoustic Phonetics studies speech sounds as physical phenomena, describes such their characteristics as height (which depends on the frequency of oscillation), strength (the amplitude), volume, timbre and duration of the sound, as well as perceptual – studying the features of the analysis and perception of speech, hearing organ sounds. This is due to the fact that teaching in a multinational audience, where at one time there are representatives of diametrically opposed on the language system, the teacher is forced to split phonetic course, to maximize take into account the characteristics of this audience. There is no doubt that the level of perception of sounds, such as the Chinese or Vietnamese is different from the English-speaking peoples. There are different perceptions of intonation, tone is also different.

Comparative phonetics has a number of difficulties, since it is usually in the audience sitting multinational audience, in textbooks as this moment may not be taken into account fully. The solution of this issue remains a teacher, which should be taken into account in the selection of tasks typological features of students' native language and typical mistakes in pronunciation and intonation. For example, in Chinese and English-speaking audience it works syllabic principle of the material on the pronunciation of sounds, articulation of clear allocation of oppositions in hardness / softness л and development of not only increasing, but also the mandatory reduction in tone interrogative intonation structures.

On the issue of studying phonetics it occupies an important place lexicon of language, which has its own system based on the objective meaning of words. The words are inextricably linked with the concepts that are always expressed in words. So close to each other in the sound structure of a word, with very different meanings, belong to different series of words («doctor-speaker», «vector-lecturer»). Conversely, quite different in sound composition words having the same value, constitute one and the same group of words – the synonyms.

The most important objective for the human is the meaning of the words. Therefore, the words of similar meaning, but differ sharply on sound composition, cause a similar reaction. On the contrary, the words similar in sound composition, but sharply

different meanings, usually cause different reactions. This happens not only when an arbitrary, but also when an involuntary reaction on the same floor.

All this indicates that certain language words form a system which can be the basis for a sound structure of words and their objective value. The second system is stronger than the first, since synonyms continue to cause reflex after differentiation of similar sounding words. This is the main language and the real system. It determines the role due to the clarity of differentiation of similar sounding words. They are easily differentiated from each other, precisely because of their objective meaning is different. At the same time, similar sound complex not related to differences in the objective value, do not provide differentiation.

Thematic meaning of the words is in the basis of education systems of words that are related to each other, despite the differences in their grammatical form (different endings, suffixes, prefixes). The words «бег», «убежать», «избежать», «беглый», «беглец», with a common part – the root («бер» or «беж») **associated with a particular substantive value**, form the single group.

One of the important tasks of phonetician is diagnosis of phonological and phonetic errors, their analysis and to find possible solutions.

Working with the phonetics of Russian language for foreigners associated with the production of phonemic hearing, ie, distinguishing sounds by ear. This is important because many Russian sounds are the same for foreigners. For example, if a student says «деДушка» instead of «деВушка» and not hear yourself, then it means that he does not distinguish sounds by ear [Д] and [В], they sound the same to him. Thus, the question arises about the system, which should be correct phonetic errors at the basic level of Russian language teaching. This requires a conscious reproduction of sounds, relying on tangible points of articulation.

At the national-oriented approach, contrasting bilabial and labiodental consonant is adjusted throughout the course of study, where the attention is drawn to the meaning-value of the opposition, for example, был – выл; бил-был, etc.

Great difficulties are in the rhythmic system of Russian words. Stress is one of the most important and unique phonetic characteristics of Russian speech. For the formation of the ability to properly transfer the rhythmic structure of a word, phrase, syntagm requires knowledge of the theoretical basis. Basics of ownership rhythm lay at the elementary level, but the work must go on, and on the base. This phonological knowledge enable correct

determination of the place of the stressed syllable, pronouncing it with greater intensity, duration and more precise quality characteristics when compared with unstressed syllables.

In conclusion, it should be noted the importance of learning the phonetics associated with the training standards of sounds pronunciation in words, sounds, combinations in different parts of the word, with the rules of stress in words. As a result of this principle, the practical orientation in the study of

phonetics students formed pronouncing skills. Basic concepts for learning phonetic spelling: vowels – stressed and unstressed, voiced and unvoiced consonants, hard and soft, sibilant consonants, deafened and voicing consonants, must be learned by pupils at the primary level of education. Phonetics language, its rules as a necessary part of mastering communication, must be studied and practiced by students all the time, starting with the first practical lessons of foreign language.

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