Difficulties In Learning Turkish by Russian-Speaking Students

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Annotation
In this article, on the basis of a small survey, the difficulties faced by Russian-speaking students studying the Turkish language are revealed. According to the results of the survey, topical problems and tasks for the study of the Turkish language were identified and solved.
The article deals with the issues of facilitating and accelerating the study of the Turkish language by Russian-speaking students.

Keywords: *Turkish language, difficulties in learning Turkish, the influence of the native language when learning a foreign language*

In learning a foreign language, each element plays an important role in achieving the goal in a clear and concise manner. At the same time, the relevance of the language is of great importance, starting with the student's ability to approach the study of the language, the professional skills of the teacher, the methods and techniques used during the lesson.

ALSO, when learning a particular language, it plays a role which language the learners consider their native language. If we approach the question in the case of the Turkish language, then the complexity of learning the language for Russian-speaking students, unlike national groups belonging to the same Altai language family as Turkish, the process of learning it is more difficult.

The fact that the Russian language belongs to the Indo-European family and is grammatically different from Turkish, the structure of sentence composition and the logic of the language requires a special approach to its mastery. This requires careful selection of the sequence of topics down to the literature used throughout the lesson. Taking into account the specifics of Russian speakers in terms of language and worldview when learning Turkish increases the effectiveness of language learning. The purpose of this article is to identify problems in the form of a questionnaire that Russian-speaking students face when learning turkish and provide solutions to these difficulties.

Within the framework of the article, European groups of the Faculty of Turkology of the Tashkent State University of Oriental Studies took part in a small survey. The questionnaire consists of two main sections, the first section is devoted to motivation in learning the language, and the second section is devoted directly to the problems that arise when learning turkish. In the survey, a total of 96 students took part, of which in the first section it was noted that 67% increased interest in learning the language, 37% decreased. The reason was a decrease in motivation in 67%, 20% did not overcome the language barrier, and 15% had difficulty in understanding a foreign language.

According to the results, one of the main reasons for the decrease in students' desire to learn Turkish is the lack of motivation. This problem is not a new problem in the field of foreign language learning. Scientific work on this subject was conducted in English and other languages of the world. These studies recognize the importance of motivation in language learning and the impossibility of learning language involuntarily.

According to Kosinskaya E.V., motivation is divided into two parts, in the first it indicates that it is associated with external factors that do not concern us, and in the second, it is associated with the internal motives of the student. This motive of achievement is caused by the desire of a person to achieve success and high results in any activity, including in learning a foreign language. For example, for excellent grades, obtaining a diploma, etc .;

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- the motive of self-affirmation is the desire to assert oneself, to obtain the approval of other people. A person learns a foreign language in order to gain a certain status in society;

- identification motive – the desire of a person to be like another person, as well as to be closer to his idols and heroes

(for example, to understand the lyrics of the songs of your favorite band);

- The motive of affiliation is the desire to communicate with other people. A person can learn a foreign language to communicate with foreign friends;

- The motive of self-development is the desire for self-improvement. A foreign language serves as a means for spiritual enrichment and general development of a person;

- Prosocial motive - associated with the awareness of the social significance of the activity. A person learns a foreign language because he is aware of the social significance of the teaching.

Intrinsic motivation is not associated with external circumstances, but directly with the object itself. It is also often called procedural motivation. A person likes a foreign language directly, likes to show his intellectual activity. The action of external motives (prestige, self-affirmation, etc.) can enhance intrinsic motivation, but they are not directly related to the content and the process of activity.[1] We believe that all these motives should be considered as a single system and accordingly build the learning process. As a solution to this problem, it is necessary to recognize the complexity of motivation:

1) Remember both the initiation of motivation and its retention;
2) Discuss with students the usefulness of performing a particular activity.
3) Involve students in decision-making related to the study of a foreign language.
4) Recognize the individuality of students.
5) Strengthen intrinsic motivation. At the same time, during the lesson it is necessary to eliminate the causes of demotivation and encourage students.

In the second section of the survey, which was directly related to the topics, the participants answered questions about which topics caused difficulties in the process of learning Turkish. In the survey, 46% of respondents said that the problem is related to the phonetic features of the Turkish language, and 28% said that it is related to cases in the Turkish language. A relatively small proportion of 17% noted that there were difficulties associated with verb forms and 9% with the construction of a sentence in Turkish.

The problems encountered by Russian-speaking students in the phonetic features of the Turkish language are associated with synharmonism, agglutination, and as a result, when affixes are added to the word, vowels and consonants fall out, assimilate and they are difficult to remember.

Synharmonism is a linguistic norm for the Turkish language, according to which the entire sound composition of a word is homogeneous according to certain pronunciation and auditory features: all vowels within the word and each of its forms are more or less the same at the place of formation - either front ("soft") vowels, or back ("hard") vowels; the consequence of this is the softness of the consonants in a word with soft vocalism and their hardness in a word with hard vocalism.

Agglutination is expressed in the fact that the root is clearly distinguished in the word, and all grammatical forms are expressed (almost always unambiguously) by affixes, as if glued to the root on the right. At the same time, several affixes in a row can follow each other, each with its own value. The order of the ending types is clearly fixed.

Based on the above results, European groups should devote more time to the phonetic part of the classes, the study of affixes, the processes that occur when they are added, by training muscle and verbal-logical memory, you can use them without errors, and increasing the number of handouts will be an excellent workout. Another solution is to increase the number of practical classes in which students can practice speaking, listening and working with texts.

As a secondary problem in the survey is the use of cases in Turkish, in national groups there are usually almost no problems with this topic. However, due to the different morphological structure of the Russian and Turkish languages, some difficulties arise with this.

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[1] Kosinskaya E.V. THE ROLE OF MOTIVATION IN THE STUDY OF A FOREIGN LANGUAGE - Voronezh. *Territory of Science. 2015. No 5*- S. 33-37.

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In Turkish, there are eight cases: basic case, genitive, accusative case, dative case, local case, original case, creative case [2]. Accordingly, their questions also differ from the grammar of the Russian language, creating some difficulties in their use.

Using the example of the local case, consider the problem:

Local, or proposed, (Tur. Bulunma hali) with -da/-ta/-de/-te. Is the local (prepositional) case used to indicate the location of an item and answers question Nerede? - Where? as well as when designating the owner of the item (corresponds to the Russian genitive case - me, you, etc.) and answers to question Kimde? - Who?

Kedi sokakta – Cat on the street. – Kedi nerede? – Where is the cat ? (Local case)

Bende kalem var - I have a pen. Kimde kalem var? - Who has a pen?

If we analyze these very sentences in Russian language, then it turns out that, in the sentence:

 A cat on the street. (the word "street" is in the dative case)

I have a pen. (the word "me" is in the genitive case)

The solution to this problem is to highlight two issues. One is the memorization of case questions and the verbs that govern them. For example

The words **ERİŞMEK** have several meanings:

Reach Neye (what) Herkes isteğine erişmek ister.

Get Nereye (to) Köye akşam üzeri eriştik.

Reach, get Neye (what) Hele o güne bir erişelim, o zaman bakarız.

KALMAK

Stay Nerede (where) Emine iki gün İstanbul'da kaldı.

Kime (to) Arkadaşlar bu iş bize kaldı.

Kimde (who) Suzan dün gece bizde kaldı.

Nsz. Yaz tatiline bir hafta kaldı.

Stay for the second year (sınıfta ~) Nerede (where) Bu yıl sınıfta kaldı.

Get Kimden (from whom) Bu araba bana babamdan kaldı.[3]

The next 17% figure is related to the structure of verbs, which complicates the task for Russian-speaking students, since Russian is not an agglutinative language. Unlike Russian, in Turkish, by attaching affixes to a verb, you can express whole sentences in one word. This creates some difficulties when translating from native to Turkish. To solve this problem in the initial stages of language learning, you need to use a tabular version. in this case, the associativity of the place will work, for example, when conjugating a verb, the picture of the sequence of pronouns ben, sen, o, biz, siz, onlar and the affixes of attraction, affixes of time, modality, in affirmative, negative and interrogative forms will clearly appear.

As a final problem, 9% of respondents mentioned the difficulties with constructing sentences in Turkish. The fact is that the predicate in the sentence comes at the end, and in order to understand the essence of the sentence, you need not to forget the details mentioned before, i.e. this order: aboutthe limiting, the subject, the circumstance of time, the circumstance of place, addition, and then the predicate.

In Turkish, there is no clear differentiation between the different parts of speech. For example, in *the sentence Kilo alınca **tatlı** yemeyi bıraktım* (I stopped eating **sweets** after I recovered), *the word tatlı is a noun,* in the sentence *Sen ne tatlı çocuksun!* (What **a sweet** child you are!) is an adjective, and in the sentence *Çok tatlı konuşuyorsunuz* (How **well** you speak) – an adverb.[4]

In Russian language, you can make an inversion of sentences, any part of speech can be put in any order, and in Turkish, in this case, the sentence loses its meaning. The optimal solution is to read more texts and parse them morphologically.

The next stage of the question was related to the problems encountered by the participants during a conversation with native speakers. 58% noted insufficient vocabulary, and in 19% the obstacle was the language barrier, in 16% self-doubt (due to accent) and 7% mentioned a lack of understanding of foreign speech by ear.

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[2] Genish E. Grammar of the Turkish Language Volume 1. – M.: Moskva, 2007. - P 110.

[3] Genish.E. Dictionary of Turkish Verbs and Management of Verbs in the Turkish Language Moscow: Moscow, 2007

[4] Karuly M. Initial course of grammar of the Turkish language. Kazan. Kazan Federal University, 2016. -P 4.

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Here, 58% indicate a lack of vocabulary. As a solution to this problem, we think it would be important to use a mnemonic approach with students in the classroom.

Subsequent problems are psychological, and their solution is associated with a number of internal and external problems. The difficulty of psychological barriers as a significant obstacle to the development of a foreign language was the topic of countless - research papers that provide different definitions and systematizations of psychological barriers in learning a second language. V.F. Galygin calls the psychological barrier "an obstacle that interferes with the optimal course of the processes of adaptation of the personality to new environmental factors, caused either by the peculiarities of the situation, or by the peculiarities of the message, or by the characteristics of the personality." [5]

Depending on the source of occurrence, psychological barriers can be divided into psychophysiological, informational, emotional, evaluative, semantic and intercultural.

Psychophysiological barriers arise when there is no contact between the teacher and the student, there is no approximation of two linguistic realities, harmony and / or there is a large difference between the temperaments of the teacher and the student. Information barriers arise when the wrong choice of the training program, the discrepancy in the level of educational materials and the pace of its presentation at the initial level of training of the student. In our opinion, in order to remove these barriers, the teacher needs to pay more attention to students to reading, memorizing and reciting more texts in front of their peers in the classroom, thus increasing the confidence of students when speaking Turkish.

In conclusion, we can say that the problems faced by Russian-speaking students when studying the Turkish language are more related to the grammatical and morphological side of the native Russian language and to the motivational and psychological problems of students. When looking for a solution to these problems, the above factors should be considered in a complex, taking into account both external and internal factors. At the same time, starting from the personal characteristics of the teacher in the lesson, it is necessary to form a curriculum, handouts, manuals and textbooks, taking into account the main features of the Russian language.

At the same time, a survey was conducted in parallel among the national group and the answers are radically different, below is a link to the survey. The results of the survey of national groups will be considered in the next article. Based on our practical experience, we came to the conclusion that it is necessary to take into account the peculiarities of the native language of students when teaching a foreign Turkish language.

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