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TEACHING TURKISH GRAMMAR AND LEXICOLOGY TO RUSSIAN SPEAKERS

Annotation. The aim of this article is to explore the principles of teaching Turkish vocabulary to native Russian speakers by means of using modern visual and auditory aids and related materials. With the development of educational tools in teaching foreign languages the audio-visual methods are newly and actively being developed. In this article both traditional and new teaching methods are examined and new finding are studied under certain headings for teaching Turkish lexical and grammatical material to Russian speaking students effectively.

Keywords: Audio-visual aids, vocabulary teaching, method, Russian speakers.

Actuality of the research: For centuries Turkey has been playing a role of the bridge between Europe and Asia. Nowadays millions of Russian tourists visit Turkey every year and the need to know bases of the country`s language becomes essential. But learning of the Turkish language is a very complicated process for Russian speakers, since these two languages differ significantly from each other. And there are so many methods for relieving of the process but at the same time making more effective. The choice of method depends on a lot of factors, starting from private preferences and psychological features, for example a learner`s memory type. But, according to practice, most people have a good visual and audial memory, that`s why the method of visualization is a universal and important part of any educational process. This method can be used for stimulation of the congenital thinking ability of learners thanks to convenient presentation of the material and interactivity.

Introduction

Turkish language is one of the most harmonic and developed languages of the world, but since it shows certain difficulties for learners who are carriers of the Indo-European and Slavic languages with their inflectedness. Inflectedness means mobility of a word root, which is impossible in agglutinating languages, including Turkish.

In Turkish new words are created only by adding a lexical suffix to the word`s root. Let us see the examples from Turkish and Russian languages:

Okul –школа (school).

Okulumuz – наша школа (our school).

Göz – глаз (eye).

Gözlük – очки (eye glasses).

As we see from the examples, in Russian it is necessary to add or even to change a word to create a new meaning, while in Turkish it is enough to add a suffix (some rare Russian words compose an exclusion from this rule, for example перед – передник). And the learners should remember all suffixes existing in the language if they wish to be able to communicate effectively. The structure of Turkish word order is quite different than Russian, so beginner level students try to

make similar sentences as in their native language, which cause mistakes in the target language, for example; students say "Ben okumak seviyorum" - I like read (as in their native language "Я люблю читать" instead of "Ben okumağı seviyorum" - I like reading" because it is difficult to change the verbs with suffixes to gerund and infinitive.

In such cases the subject of choosing the right teaching material becomes an essential issue. Since the question "How we can learn or teach in better way?" should be answered in accordance with the daily requirements. Since the learners should enter the process of learning not in some sort of the laboratory isolated from the daily life, but closely connected with all sides and manifestations of it. And teachers should provide the strategy which would increase motivation and interest of their students, helping them to be ready for the above-mentioned process. All of this is impossible to reach using only traditional tools such as books, pens and dictionaries. İn the modern period the developed technical tools should be actively used for improving the teaching process, making it more creative and innovative.

The aim of teaching Turkish as a second language should consist of teaching it together with all cultural, social features, which have an unavoidable impact of the national mentality. Let us consider some methods of doing it in the most effective way.

1.1 Vizualization and auditing

The term «visualization» origins from the Latin «visualis» – something accepted visually. Visualization is mentioned in various pedagogical concepts, including the theories of schemes by R. Anderson and F. Bartlett. These scientists represent visualization as a removal of the image from internal plan into the external one, using an associative range [1, 23]. It means that visualization plays an important role in remembering words and phrases, pronouncing them we should imagine their meaning virtually. For example, saying in Turkish «altın sonbahar» (a gold autumn) we connect the phrase with a bright autumn day, with yellow-leaf trees as if poured with gold, and when we repeat this phrase it becomes filled with an autumn gold. Even years later it will seem the same. But, this method is actual only for the cases when it is possible to easily select an associative range.

«Thanks to its visual clues and experiences that it creates, pictures and photos help learners improve their vocabulary easily and remember the words correctly»[5, 78].

We should underline the very usefulness of watching video materials, such as Turkish movies, series, presentations and animations with subtitles. This will make the learning process more interesting, since it is possible «to select the video files even in accordance with the learner`s age and interests» [2, 31]. Besides, this kind of visualisation enables the elementary level learner to accept and to copy pronounciation, since movies build an emotional bonding between learner and the language. Learners feel some closeness to the studied language thanks to movies, because these movies carry certain aspects of culture, traditions and literature of the language.[4, s.191]. For example, the picture below is a fragment of the historical series «The Magnificient Century. Kosem» about the 17-th century Ottoman Empire and can be described as "Padişah ve onun sevimli karısı aynaya bakıyorlar" (Султан и его возлюбленная жена смотрят в зеркало - The Sultan and his beloved wife look at the mirror).

This picture also can be an illustration to the difference in use of tenses in Turkish and Russian. The system of tenses is much more various in Turkish than in Russian, that causes the event of interferention: comparsion of the present future "bakarlar" (look) with a suffix –ar and the present continous "bakıyorlar" (looking) with a suffix –yor (both times are indifferent in Russian and mean the present tense translated by the same verb "смотрят").

The following one is from the same series and it describes action, so we can use here the verb «kavga etmek» (to quarrel):

This picture can be called "Padishahın gözdeleri kavga ediyor" (The sultan`s favourite women quarrel). The picture also can be used to check how the students know the names of colors in Turkish. For example, a teacher says the word «mavi» (голубой - blue) or «kırmızı» (красный – red) and asks students to show the woman in the according colored dress. Using such method helps to avoid routine teaching by attracting the student`s attention.

Vizualization is also an essential part of the method of synectics, supporting use of private analogy for creation of visual association. As an example we can take an explaination of meaning of the Turkish word «durak» (bus station) to Russian learners. İn Russian this word sounds abolutely identically, but means «fool». So, we can suggest Russian students to imagine some foolish guy waiting for a bus to remember meaning of this word in Turkish.

Another Turkish word «bardak» means glass, but in Russian the same word means «chaos», so Russian students can imagine some glasses put in chaotic manner. The expression «я вру» in Russian means «I am lying» while in Turkish it is a whole word «yavru» and means a child. The illustration below can help to remember it by making a funny image of a big lying dog.

Yavru Bulldog
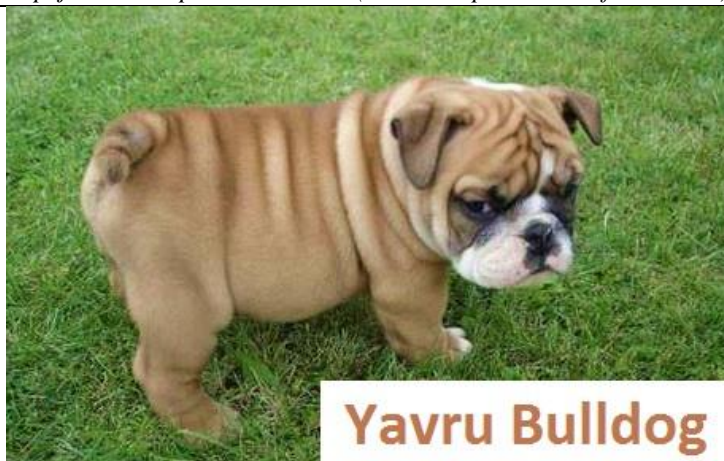
Analogies can differ from each other, they can be private, audial, etc.

Listening is also an essential part of the effective learning of the Turkish language. There are various CD`s prepared by the Ankara University`s TOMER (center of Turkish Studies for Foreigners). These CDs are provided with words, exercises for better understanding of hear material for elementary, middle and advance level learners.

The term «audutng» was introduced into the scientific literature by the American psychologist Brawn. Auditing is an understanding of the heard speech, it represents a perceptive mnemonic activity. Auditing should be used as a method of learning/teaching at the elementary level, since it enables the learners to listen attentively to the sounding speech and to format the culture of listening and understanding the life sounds of the learned language. It makes a positive influence on development of memory which is so important for learning a foreign language.

A well-designed listening activity should be broken down into carefully sequenced "phases" that build on each other. The initial pre-listening phase should prepare students by helping them activate their background knowledge and clarify their expectations and assumptions about the text. An ideal pre-listening task is one in which the teacher, through composed questions, helps the students to activate the background information and language components needed to comprehend the text without "giving" this information to the students.

Intensive listening involves zeroing in on particular segments of the text, and this should come only after the students have developed global comprehension of the text. Intensive listening may target different goals such as

- getting more detailed understanding of some segments of the text,
- transcribing certain segments in the text,
- guessing the meaning of a word or phrase from context,
- looking at certain grammatical structures in the text to see how they can aid comprehension, etc.

Resume

Learning a foreign language grammar and lexicology entitles a number of subjective and objective difficulties resolution of which depends to a significant extent on a teacher. Only the teacher's open mindedness and flexibility of thinking can ensure positive results in the education process. As a result of our research we should note that the technology of visualization is one of the most advanced methods for both mastering the elementary level of the studied foreign language, but also for structuring of the received information. It is necessary to remember that inclusion of the visual aspects into the learning process can improve grammatical and lexical component of the learners` language competency, since «learning of grammatical rules should be accompanied by intensive development of grammatical skills» [3]. The better developed visual information provides higher degree of the cogitative activity during a process of learning a language. Teachers of Turkish as a foreign language may make use of these methods in their lessons. These

methods may also be used to grab the attention of learners whenever their attention shifts to something else and learners will add the target vocabulary in their mental lexicon unconsciously. Through these methods, learners will have the chance to practice and make use of the vocabulary they learn. Figures, images and pictures enhance the understanding of learners and the main task of the teacher is finding an optimal balance between presentation of visual and word information, since the best results can be achieved by interaction of them.

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БИЛИНГВАЛЬНОЕ ОБУЧЕНИЕ КАК ЧАСТЬ ПОЛИКУЛЬТУРНОГО ОБРАЗОВАНИЯ
BILINGUAL EDUCATION AS A PART OF MULTICULTURAL EDUCATION

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Аннотация. Поликультурное образование – важная составляющая развития современного мира, а также стремление России и других стран интегрироваться в мировое и европейское социально-культурное и образовательное пространство, сохранив при этом национальное своеобразие. Интеграционные процессы способствуют превращению стран в многоязычное пространство, в котором национальные языки имеют равные права. Иностранный язык – один из способов приобщения к культуре различных народов, диалог различных культур, способствующий осознанию людьми принадлежности не только к своей стране, но и к мировому культурному сообществу. Мы пришли к выводу, что одной из эффективных методик преподавания иностранного языка является билингвальное обучение, когда преподавание естественных и гуманитарных предметов в школе ведется на иностранном языке. При реализации обучения на билингвальной основе ведущим является содержание учебного предмета, в то время как в других методиках обучения иностранному языку содержание учебной дисциплины служит иллюстрацией изучаемых языковых структур.

Resume. Multicultural education is an important component of the development of the modern world, as well as the desire of Russia and other countries to integrate into the world and European socio-cultural and educational space, while preserving their national identity. Integration processes contribute to the transformation of countries into a multilingual space in which national languages have equal rights. A foreign language is one of the ways to