

Conference Paper

Problems of mastering the grammar of Russian as a foreign language when teaching Francophones (from the point of view of a military institute)

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Abstract

The aim of the study was to conduct a comparative analysis of the grammatical systems of the Russian and French languages to identify significant differences that must be taken into account when studying Russian as a foreign language (RFL), and to offer a series of exercises aimed at preventing important errors in students' speech from a communicative point of view. Comparing the systems, we compiled a list of grammatical features of the French language that affect the productive mastery of the Russian language, and offered examples of exercises aimed at preventing mistakes. A study of the effectiveness of the use of exercises was held at the Omsk Tank-Automotive Engineering Institute from 2016 to 2019 (in total, 50 students took part in the experiment). The learning outcomes allow us to talk about the prospects of considering the characteristics of the native language of cadets in teaching Russian as a foreign language.

Keywords: Francophones, French speakers, Russian as a foreign language, methods of RFL, technology of national language orientation, lingua franca

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1. Introduction

The problems of teaching Russian as a foreign language are increasingly being raised in modern pedagogy and linguodidactics.

The communicative approach is emphasized [1, and, in addition, it is true. Teachers introduce new forms and methods of mastering the material, which makes it possible to teach the most important thing ---communication in a foreign language. However, one should not forget that the basis of the language is grammar. We do not call for a return to mastering the grammar system for the sake of knowledge of cases, numbers, etc. However, the best way to optimize the mastery of Russian as a foreign language

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(hereinafter - RFL) is to take into account some linguistic features of the native language (in particular, grammatical and phonetic), recognize and use them in the educational process. The purpose of the study was to identify a number of phonetic and grammatical features of the French language, because of which francophone students are inclined to make mistakes that are significant from a communicative point of view when mastering RFL, and to propose exercises aimed at preventing these errors.

A number of scholars have long emphasized the need to focus on the national language in RFL methods (V.N. Vagner, E.N. Baryshnikova, D.V. Kazhuro, N.G. Karapetyan, N.A. Mishonkova, E.B. Skyueva, E.A. Chepurnova, O.V. Shestak, etc.). L.V. Shcherba spoke about the importance of using the native language in Russian as a Foreign Language classes: 'We must recognize, once and for all, that the student's native language is used in classes, regardless of how much we want to exclude it. And this is why we must turn it from an enemy into a friend' [2, 6]. RFL practitioners are actively introducing the idea of matching languages for educational purposes. Methodist-researchers also wrote about the features of French-speaking students. However, there are very few works of linguodidactic content: on the website of the All-Russian Electronic Library we found only one study on teaching the scientific style of the Russian language to French-speaking medical students [3]. In accordance with modern linguodidactic trends, a grammar guide was prepared at the Russian Language Department of the Omsk Tank-Automotive Engineering Institute [4]. It contains materials on the most difficult topics for francophones: the prepositional case system of the Russian language, the aspectual-temporal system of the Russian verb and the verbs of motion.

We have been working on the conscious-comparative method in RFL for five years. The purpose of the study is to present in the most complete form the features of the phonetics and grammar of the French language, without which there are significant gaps in mastering Russian as a foreign language when teaching French-speaking cadets at a military institute.

The object of research is the process of teaching Russian as a foreign language for French-speaking cadets.

The subject of the study is the phonetic and grammatical features of the Russian and French languages as elements of linguodidactics. We used the following methods:

- a set of general scientific methods (analysis, synthesis, generalization, and comparison), questionnaire, statistical calculation method, pedagogical experiment and conscious-comparative method.

The experimental research center is the Omsk Tank-Automotive Engineering Institute. The experiment was attended by cadets of a special faculty of zero year (four groups of 50 people). The experiment lasted from 2016 to 2019.

The theoretical and methodological background to the study was based on works on the problems of communicative learning (A.S. Arashina, Ts. Lyu, E.I. Pasov, E.Yu. Popova, O.V. Senyukova, F.D. Talkhanova, T.M. Tereschenko, A.Yu. Churkina) and communicative grammar (A.V. Bogdarko, E.V. Klobukova, T.V. Nerusheva, D.A. Samarin, T.M. Chirko, L.V. Shcherba, etc.), approaches to focusing on the national language in teaching a foreign language (V.N. Vagner, V.G. Gak S.A. Khavronina, T.M. Balykhina, N.A. Potapova, E.I. Vasilenko, E.S. Lamm, Din Shutsi, etc.).

2. Special Aspects of Teaching RFL to Francophones at a Military Institute

2.1. Cadets of the military institute as a subject of the educational process in the development of RFL

Our contingent is foreign military personnel who receive higher military education in the Russian Federation. In 2000, by Order of the Minister of Defence of the Russian Federation dated December 10, 2000 No. 675 "On the training of national military personnel and technical personnel of foreign states in military units and organizations of the Armed Forces of the Russian Federation", was signed. Then in 2006, foreign cadets from Africa, Central America, South America and Southeast Asia (a total of 28 countries, including the CIS countries) first came to our institute. For foreign citizens, obtaining a higher military education, especially engineering, in Russia is considered prestigious in their countries. Good command of the Russian language is an important aspect of the professional training of a modern foreign military specialist. The ability to articulate one's thoughts clearly and concisely, briefly and grammatically correctly is a great art that needs to be trained for a future officer.

Many students come from the countries where French is an official language. Therefore, working with French-speaking cadets (from Congo, Djibouti, Burundi, Algeria, Mali, Guinea, and Burkina Faso) interests us the most. Knowledge of the French language and features that distinguish it from Russian will make it possible to predict the occurrence of many errors and draw on a conscious-comparative method in teaching Russian grammar, phonetics, and vocabulary.

French-speaking representatives of 12 African states (Mali, Guinea, Nigeria, Burkina Faso, Niger, Benin, Chad, Cameroon, Congo, Djibouti, Rwanda, and Burundi) study at the Omsk Tank-Automotive Engineering Institute. In Africa, the French language is the language of education and enlightenment; it serves as the official and international language. More than 300 ethnic groups coexist in Africa; their native languages are Senegalese Wolof, Guinean Susu, Anyi, Kituba, Lingala, Kikongo, Achomi, Teke, Mbozi, Bembe, Sara, Fula, Swahili, Arabic, Kirundi, Kinyarwanda, Swazi, and Malagasy. It is the French language that unites numerous African ethnic groups.

Before the start of the school year, we conducted a questionnaire for the cadets. The results showed that 80 percent of foreign military personnel speak classical French. "Français de prestige" (prestigious French) is almost fully consistent with academic standards. The disturbing influence of local languages is rare only when the need arises to show the flair of local culture. The "français de prestige" command is a sign of social and economic success, as well as belonging to the African elite [5].

Arriving to study in Russia, foreigners change their environment; they break the usual ties with family and friends. Climate change and unusual food can cause health problems. Foreigners experience a "culture shock" after about 3 months of stay in Russia (when they get the opportunity to travel outside the military institute). They begin to contrast their culture with what they see in Russia, and something about Russian reality causes misunderstanding, aggression, which later develops into apathy. The teacher's command of lingua franca (in this case, French) allows francophone cadets to "feel" the Russian word, to see and understand the linguistic and cultural nature of the Russian language, to overcome the barrier leaving their worldview.

2.2. Features of French phonetics and their consideration when teaching Russian as a foreign language

The path from auditory perception to articulation is recommended for the formation of articulatory-auditory skills. It includes multiple listening to the exemplary pronunciation of the teacher or announcer at first, then, reproduction of the practised phenomenon: sound, rhythmic model of the word, and intonation design. It is based on the material of a syllable, a monosyllabic word, di- and trisyllabic words, collocations, sentences with one and two syntagmas; i.e. units of study are gradually enlarged and complicated.

Mastering the correct Russian pronunciation is often a difficult task, especially for adult cadets. In this regard, it is advisable to practice with cadets those phenomena

of Russian phonetics that have semantically distinguishing meaning. In other cases, pronunciation close to the correct one is acceptable.

It is clear that a comparative study of grammar in the didactic aspect is of great importance, since it makes it possible to identify analogy and differences in the forms and functioning of languages, and helps to improve mastering of theoretical material. Interference is objectively manifested at phonetic, grammatical, lexical, and syntactic levels. Let us dwell on the phonetic and grammatical levels.

The experience of teaching French-speaking student groups at Omsk Tank-Automotive Institute (Congo, Mali, Cameroon, Djibouti, Burundi, Algeria, Burkina Faso, and Guinea) shows that the problem of overcoming the phonetic interference of francophone cadets is relevant. Taking into consideration phonetic and intonational features of francophones, the following can be attributed to the main phonetic difficulties:

- in the Russian language, the stress can fall on any syllable in a word, it can be changed according to the inflection, while in the French language, the stress always falls on the final syllable;

- pronouncing nasal vowels at the beginning of a word in combinations of `ан', `ам', `ин', `он', `им' before a consonant, in the middle, and at the end of a word. It can be explained by the fact that in French, vowels in combination with these consonants are pronounced as nasal, which is why sound combinations are identified. Nasality does not exist in the Russian language;

- the lack of consonant correlation by voicelessness/sonority in French explains such errors as pronouncing voiced consonants at the end of a word before voiceless consonants: пля[ж], пара[д], му[ж], выхо[д], мё[д];

- pronouncing French uvular [R] instead of a hard Russian consonant [p];

- francophones pronounce [л] as a soft consonant in all positions in the Russian word, since it is always soft in French;

- sounds [ц], [ч], [х] do not exist in the French language, therefore, cadets have problems pronouncing them;

- cadets replace hard consonants [ш] and [ж] with phonetically similar soft consonants [щ] and [ж']: гара[щ] -- гараж, каранда[щ] -- карандаш;

- sound [ы] is of particular difficulty for francophones since it does not exist in the French language.

Using the example of mastering the sound [ы], we will determine the procedure for teaching and automating the pronunciation of this sound among foreign students.

First, the teacher makes the sound [ы], and then slowly shows how to pronounce the sound correctly - у-у-ы-ы-ы. It is followed by a set of exercises:

Listen and repeat:

Ы – ы – ы	Кы – ыкы – ыгы
Кы – кмы – мы – мыл – мыло	Гы – гбы – бы – был
Кы – кпы – пы – пыл	Гы – гвы – вы – выл

Listen and repeat:

- Мы, ты, вы, был, сын, сыр, часы
- Быть, мыть, жить, шить, общежитие

Listen and repeat:

- умный, старый, трудный, серый, красный, чистый.
- спрашивать, ужинать.
- цена, жена, женат, шептать, шестой.
- в институт, с интересом, из Италии.
- магазины, минуты, студенты, страницы, улицы.

Listen and repeat:

- Я живу недалеко от института.
- Высокий дом -- это наше общежитие.
- Который час? - Десять часов четыре минуты.
- Студенты с интересом слушали лекцию.
- Как поживаете? (=Как ваши дела?)

Auditory perceptions (listening to the teacher's speech) serve as the basis for creation of all the language skills. We attach great importance to a systematic conscious listening. Spoken collocations and phrases must be specific so that their meaning could be directly explained---by showing or depicting objects and actions or by a simple explanation of the lexical meaning. Grammatical forms should be simple; they should not create difficulties in understanding, and---ideally---should be used in speech right away.

2.3. Features of French grammar and their consideration when teaching Russian as a foreign language

Features of French grammar are no less significant.

The word order in a sentence is considered the first grammatical topic at the initial stage of teaching. It is a direct word order in the French language, which performs a structural-syntactic function. The word order in the Russian language is determined by the communicative purpose. It is difficult for cadets to overcome the skill of constructing sentences; they make mistakes in word order, misinterpret the communicative purpose of the message, and incorrectly construct answers to questions. Incorrect word order leads to an incorrect interpretation of the meaning of the sentence:

Marie aime les animaux -- Маша любит животных (subject -- verb -- object).

The meaning of the sentence will change if the nouns are shifted:

Les animaux aiment Marie -- Животные любят Марию (subject -- verb -- object)

The word relationships in the Russian language are expressed by the case endings; the meaning of a sentence will not change if the nouns are shifted:

Мария любит животных - (subject -- verb -- object).

Животных любит Мария - (subject -- verb -- object).

We use reverse translation exercises at our lessons to see how well cadets understand this structure. Listen and translate:

- Je suis cadet.

- je fais mes etudes à l' institut.

- ma mère est à la maison et moi, je suis à Omsk.

- mon père est colonel.

Francophones find it difficult to determine Russian words of the neuter gender, since in the French language there are two genders: masculine and feminine. Cadets do not pay attention to the formal indicators of the gender of Russian nouns and tend to attribute them to the grammatical gender of French lexical analogues:

ДОМ -- la maison → feminine gender;

СТОЛ -- la table → feminine gender;

КНИГА -- le livre → masculine gender;

ТЕТРАДЬ -- le cahier → masculine gender.

In this case, the gender of certain nouns is simply memorized.

The study of the declension of Russian nouns, adjectives, pronouns and numerals causes great difficulty for francophones, since the concept of case and declension does not exist in the French language. Prepositions play the role of cases in the French language. The prepositional case of the object of thought and speech causes difficulty for cadets. Verbs with the meaning of thinking do not always have full interlanguage

similarity in the case of using the verb. Some Russian verbs defining the prepositional and accusative cases correspond to French verbs that have only one type of case government, for example:

- думать о ком? О чём?-- penser à,
- мечтать о ком? О чём? - rever à
- помнить/вспомнить о ком? О чём?/ кого? Что? -- se souvenir de
- рассказывать о ком? О чём? Что? -- raconter qch, reciter qch
- забывать о ком? О чём?/ кого? Что? -- oublier qn, qch
- слышать о ком? О чём? -- entendre parler
- писать о ком? О чём? -- écrire
- говорить о ком? О чём? -- parler de, à
- читать о ком? О чём? -- lire

When teaching this difficult aspect, exercises may look like this:

Answer the questions:

- О чём ты мечтаешь? (машина, учёба в России, сок, шоколад, курица)
- О ком ты думаешь? (мама, папа, брат, сестра, друг, подруга)
- О чём он рассказывает? (концерт, футбол, спорт)
- О чём поёт Антонио? (Ангола, Луанда, родина, мама, девушка)
- О чём книга? (конфликт, дружба, семья, спорт, спортсмен, футболист)
- О чём фильм? (любовь, жизнь, смерть, путешествие)

Significant difficulties for francophones are associated with the accusative case of local action. Means of expressing the meanings of location and direction of action do not differ in the French language: nous sommes à l'institute - nous allons à l' institut.

In the Russian language, the direction of movement of the subject is expressed by the accusative case, and the static position of the subject is prepositional: мы в институте - мы едем в институт.

Francophones do not differentiate between these two meanings and make a mistake saying: я иду в казармЕ.

In French, adverbial modifiers of position and direction of the action answer the same question---où? Therefore, cadets do not differentiate questions Где? Куда? and use the question Где? Francophones need to split these two questions, explaining the scope of their use (to separate the concepts of static location and direction of action). For this purpose, the following exercises are offered for the cadets:

Read the text, analyse the use of prepositions and ask questions:

Здравствуйте! Меня зовут Сега. Я конголезец. Раньше я жил в Конго, в городе Браззавиле. Раньше я учился в военной школе. Сейчас я живу в России, в городе Омске. Я курсант. Я учусь в Омском автобронетанковом инженерном институте. Сейчас я учу русский язык в институте. Утром и вечером у курсантов построение на плацу, в расположении, на улице, в казарме. В 19 часов мы идём на остановку и едем в город, в увольнение. В свободное время мы ходим в кино, в музей, на выставку, на концерт, на футбол, в магазин, в кафе, на почту.

Compare and do not get confused!

Где? Indique le lieu	Куда? Indique la direction
Где ты? Где ты был/а?	Куда ты идёшь/ едешь?
в Африке	в Африку
в Конго	в Конго
в России	в Россию
в Омске	в Омск
в институте → на занятии (на паре) → на конференции → на экзамене	в институт → на занятие (на пару) → на конференцию → на экзамен
в расположении	в расположение
в казарме	в казарму
в канцелярии	в канцелярию
в душе	в душ
в туалете	в туалет
в столовой	в столовую
в спортзале → на футболе	в спортзал → на футбол
в школе → на уроке	в школу → на урок
в кино	в кино, на фильм
в ресторане	в ресторан
в клубе → на дискотеке	в клуб → на дискотеку
в кафе	в кафе
в музее → на выставке	в музей → на выставку
в городе → на улице	в город → на улицу
в магазине	в магазин
на концерте	на концерт
на плацу	на плац

Also, francophones have trouble in using the dative case after the verbs of motion. In the Russian language, the dative case with the preposition `к' after the verbs of motion

denotes the object or person to whom the motion is directed. In the French language, these meanings are conveyed using prepositions:

- ИДТИ К ОКНУ, К СТОЛУ, К ДОСКЕ -- aller à la fenêtre, à latable, au tableau
- ИДТИ К ТЕАТРУ, К МУЗЕЮ -- aller vers le theatre, vers le musée
- ИДТИ К ВРАЧУ, К ОФИЦЕРУ -- aller chez le docteur, chez l' officier

Cadets must understand that both the accusative and dative cases indicate the direction of action, and they differ in the purpose of the action: necessity of being in the indicated place (в институт) or nearby (к институту). In order to prevent an interference, cadets are given a scheme:

к' + dative case → vers, à, chez	в/на + accusative case → à
----------------------------------	----------------------------

This scheme can be used when doing translation tasks:

Make the sentences according to the model.

Model: Курсант Банис идёт (врач, санчасть)

Курсант Банис идёт к врачу в санчасть.

Старший национальной группы идёт (офицер, канцелярия)

Группа Джибути идёт (офицер, казарма)

Они едут (друг, в гости)

Моя подруга едет (бабушка, море)

Francophones experience significant difficulties in using the genitive case with prepositions indicating the starting point of the motion. The prepositions 'из', 'с', 'от' express this meaning in the Russian language. In the French language, this meaning is conveyed by two prepositions. The preposition 'de' is used to indicate moving away from an inanimate object; and the preposition 'de, chez' is used to indicate moving away from an animated noun. Lesser differentiation leads to errors: из работы, из друга. In order to practice this difficult aspect, the following tasks can be offered to the cadets:

Transformez les phrases selon les modèles en utilisant les verbes de l' encadré ci-dessus

(Transform the sentences according to the models by using the verbs in the box above):

Мы были в институте.	Курсант был на футболе.
Мы пришли из института	Курсант пришёл с футбола

- Мама была на работе.

- Папа был на службе.

- Подруга была на почте.
- Гюс был в парке.
- Курсанты были на экскурсии.
- Ты был на построении?

Ajoutez les mots qui manquent (Add the missing words):

TABLE 1

Что?	Где?	Куда?	Откуда?
парк	В парке	В парк	Из парка
	В канцелярии		Из канцелярии
		На плац	С плаца
казарма	В казарму		
работа	На работе		
		На футбол	С футбола
конференция	На конференции		
расположение			Из расположения
		в Россию	
	в Африке		

Short adjectives is another difficulty for francophones to understand. Since there is no functionally limited form of adjectives in French, francophones have difficulty using short adjectives. For example, a short adjective 'должен, должна, должны' has the French equivalent---the verb *devoir*---and it is difficult for cadets to express an obligation using an adjective. Changing the verb associated with the word 'должен' (must) is a typical mistake made by francophones: 'он должен говорил, писал, делал'. The following exercises are suggested to prevent this error:

Complétez les phrases avec le mot *должен/а/ы* à la forme qui convient (Complete the sentences with the correct form of a word *должен/а/ы*):

- моя мечта -- учиться в России. Значит, я.... хорошо знать русский язык.
- я хочу хорошо говорить по - русски. Значит, я..... внимательно слушать преподавателя, учить слова, делать упражнения.
- скоро будет зачёт в нашей группе. Значит, мы повторить всё, что выучили.
- в воскресенье день рождения у мамы. Значит я позвонить и поздравить её.

Traduisez le texte. Soyez attentifs avec les mots *должен/а, ы* (Translate the text. Pay attention to the words *должен/а,ы*):

Etudier en Russie c' était mon rêve. A present j'étudie à Omsk, à l' institut militaire. Je veux être un bon spécialiste, c'est pourquoi je dois beaucoup travailler. Je sais déjà lire et écrire et composer les dialogues. Chaque jour je dois écouter mon prof, lire, écrire, dialoguer, faire des exercices, apprendre des règles. En été nous aurons un contrôle. Nous devons réviser de nouveau tout ce que nous avons appris pendant cette année.

Pronoun `который' also presents difficulties when mastering the RFL course. Interrogative and relative pronouns---indicating the person and the subject in object and attributive clauses---are not differentiated in the French language: qui -- кто, который; que -- что, который. Francophones make such errors as я знаю человека, кто живёт в этом доме. They also automatically establish concord of the word `which' with the previous noun by following the rules for establishing concord in objective cases: я видел курсанта, `которого' приехал из Мали.

In the French language, the pronoun `который' in the postposition corresponds to the pronoun `dont' in the preposition in combination with the subject, direct object and the subject of the compound predicate; and to the pronoun `quel' in the postposition with the preposition `de' (duquel de laquelle desquels desquelles) in combination with the indirect object and adverbial modifier [6, 241]:

- это военный, имя которого знает весь мир -- c'est le militaire dont le nom est connu dans le monde entier.

- тактическое поле, за которым находится лес -- le champs de tactique derriere lequel se trouve la forêt.

- словарь, которым вы пользуетесь очень хороший -- le dictionnaire dont vous vous servez est très bon.

Russian verbs of motion is another difficult topic for francophones to understand.

The use of verbs denoting motion on foot and by the means of transport is different in the Russian language (идти -- ехать - лететь). This verb contraposition is neutralized in the French language, since all these verbs can be replaced by the French verb `aller'.

Russian verbs of motion can be divided into two big groups indicating unidirectional and multidirectional motion (идти -- ходить, ехать -- ездить) [7]. In the French language, this contraposition is the verb pair `aller -- marcher'. The French phrase `il va chez l'officier' can be translated as both `Он идёт к офицеру' and `Он ходит к офицеру'. Unlike the Russian pair `идти -- ходить', the verb `aller' in the French language does not reflect the direction of motion.

According to V.G. Gak's observations, the most distinctive difference between the two languages is extremely small number of verbs in the French language---in comparison

with Russian---with a structure that includes both a component of the direction and a component of the method of motion. The Russian verb of motion contains both of these elements [6, 29]. For example, the verb 'entrer', which is unidirectional, can be translated into Russian using prefixal verbs: войти, въехать, вбежать, влететь, внести; the verb 'porter' can be translated using the verbs: нести, внести, снести, вынести. The verb 'venir', as the context may require, may be translated as 'приходить, приезжать, прибывать, прилетать, приплывать' or even as 'идти, пойти, ходить'.

In our opinion, it is advisable to clarify semantic structure of the Russian verb to the French audience. The specificity of it can be understood if the meanings of the verbs of different languages are compared.

3. Results and Discussions

Thanks to the introduction of national language orientation technology in the RFL learning process, groups of French-speaking cadets showed rather high scores in the final exam. Francophone cadets receive 4.6, and the average mark in the department - 4.4 points (for the final exam). These results are relatively stable if we analyze them throughout the experiment: 2016 -- 4.6; 2017 -- 4.5; 2018 -- 4.65; 2019 -- 4.6. The exam includes a grammar, listening, writing and speaking test (in accordance with the requirements of level B1). The final score is marked as the arithmetic average after evaluating all types of examination papers. Francophone cadets show a much larger gap in the assessment of learning outcomes in speaking and listening. Listening results: 2016 -- 4.7; 2017 -- 4.6; 2018 -- 4.6; 2019 -- 4.6 (mean score is 4.625). The results of the department, which are calculated equally among all the studied groups, with this ratio are 4.3 (average score for the entire period of the experiment). Speaking results: 2016 -- 5; 2017 -- 4.7; 2018 -- 4.6; 2019 -- 5 (average score is 4.8). The results of the department: 4.4. During one academic year, 30 to 50 cadets are trained at the department. A fifth of all students are francophones.

The experiment showed that taking into account the specifics of the native language of cadets in the process of mastering RFL is a very important criterion, without which the results of mastering the language as a means of communication are reduced. It is equally clear that the teacher must know the native language of the cadets when teaching in the framework of the national language orientation. This aspect greatly facilitates the use of examples and exercises. In this case, lingua franca promotes faster grammar learning. However, in the RFL methods, there is a generally established opinion that lingua franca often weakens the process of mastering a foreign language

[8]. Students, avoiding the difficulty of finding the right words and compiling grammatical constructions, tend to use the teacher's knowledge of their native language, switching to it when performing the learning tasks assigned to them [9]. In our case, this is not an acute problem, since cadets learn a language in a foreign language environment. They are surrounded by Russian-speaking teachers and cadets from other countries. In these conditions, communication with representatives of different nationalities is possible only in Russian. Cadets have the opportunity to travel around the city and communicate with the indigenous population of Russia: enter into communication in a store, cinema, train station, etc. That is why lingua franca is used, which allows one to rely on knowledge of the linguistic (phonetic and grammatical) features of the native language, and it turns out effective in teaching RFL.

4. Conclusions

To conclude, the use of a conscious-comparative method makes it possible to predict possible cases of interference and choose teaching methods that facilitate the transmission of speech skills formed in the native language if the phenomena of the native and Russian languages are similar and prevent the transfer of skills if the thematic phenomena of the native and Russian languages are different. This approach in methods provides maximum efficiency in mastering RFL, facilitating the recognition of language processes and phenomena. However, one should not forget that the possession of language systems for the sake of the language itself is impractical. Language should provide communication capabilities. A focus on teaching the national language can be useful only under this condition.

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Conflict of Interest

The authors have no conflict of interest to declare.

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