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## THE USE OF ENGLISH AS AN INTERMEDIARY LANGUAGE IN RUSSIAN AS A FOREIGN LANGUAGE CLASSES AT A HIGHER EDUCATIONAL INSTITUTION

Zaripova Dilyara Nailiyevna

### ANNOTATION

This article highlights the problem of using English as an intermediary language in the classroom of Russian as a foreign language (RFL) with students of the English department at the university. It speaks about the expediency of using an intermediary language at the initial stage of learning, which, performing a number of important functions, allows for a comparative analysis of language facts, helps to overcome interference, and also focuses the attention of teachers of Russian as a foreign language on the need to speak English and create new nationally oriented textbooks on RFL, which is one of the main tasks of modern methods of teaching foreign languages.

**Keywords:** interference, Russian as a foreign language, English language, intermediary language, motivational-learning function, organizational function, cultural-educational function, communicative competence, conscious-comparative method of teaching.

Currently, the question of using the intermediary language in the RFL classes, as well as determining its volume as a percentage in case of use, is very relevant. For many years, this problem has caused heated debates among methodologists, who have been debating the legality of using an intermediary language in classes on Russian as a foreign language, its role in teaching foreign language speech activity. Some express the opinion that the use of an intermediary language helps in language learning, others believe that it is necessary to so-called "immersion" of students in a natural speech environment with the complete exclusion of the intermediary language from the learning process.

The danger lies in the fact that the use of English as an intermediary language in teaching Russian to students of the English department of the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi may lead to a loss of interest and motivation in the language being studied. Living in Tashkent, in everyday communication situations, for example in a dormitory, students speak their native Uzbek and English, which they speak very well, in educational (in the dean's office) – in Uzbek, and meanwhile they also need to speak Russian for full communication, since, having arrived in the capital of our country Tashkent city for a long 4 or 6 years, they should not only study here, but also lead a social and cultural life. In this regard, there is a need to form the communicative competence of the trainees. This task is complicated due to the small number of classroom hours allocated according to the curriculum for language learning. In the existing conditions, it becomes urgent to find ways to optimize the educational process in the English department.

Well-known scientists, linguists and methodologists, such as L.V. Shcherba, O.D. Mitrofanova and V.G. Kostomarov, defended the intermediary language. The proof of this is the words of L.V. Shcherba: "It is possible to expel the native language from the learning process, but it is impossible from the heads of students" [Shcherba L.V., 1974: 62], as well as a quote by O.D. Mitrofanova and V.G. Kostomarov from the textbook "Methods of teaching Russian as a foreign language": "Since the Russian language is being studied his foreigners act as a second, non-native, and the thinking of students is closely related to their native language., in so far as it is impractical to do... without taking into account the native language"

[Mitrofanova O.D., Kostomarov V.G., 1990: 110]. According to scientists, the main purpose for which students' native language is used is the need to compare the linguistic facts of the two languages in order to overcome errors that arise under the influence of interference.

In methodological studies on RFL, I.V. Adashkevich, N.V. Kislik, E.A. Osintseva-Raevskaya, E.A. Pavlova, M.S. Filtsova provide convincing evidence indicating the necessity and expediency of using an intermediary language in teaching. Since the number of classroom hours allocated to learning Russian is limited, teachers are forced to switch to an intermediary language in order to save time and intensify the learning process. In this case, both the native language (Uzbek) and a foreign language (English), which students speak at a fairly high level, can act as an intermediary language.

The intermediary language performs various functions, among which three are distinguished as the main ones: motivational-educational, organizational and cultural-educational.

The most significant function of the intermediary language used at all stages of the training session is motivational and educational, which manifests itself, first of all, in the motivational attitude. In order to motivate students to speech activity, the teacher at the beginning of each lesson, formulating goals and objectives, conducts a preliminary conversation on the topic under study, asks questions that students answer based on personal experience or previously acquired knowledge.

At the main stage of the lesson, the teacher turns to the intermediary language when explaining new grammatical material, interpreting the semantics of lexical units, and formulating tasks.

At the end of the lesson, with the help of an intermediary language, the understanding of the topic under study is monitored and the results are summed up.

The intermediary language performs the organizational function when the teacher explains the organization of the educational process, coordination of work during the lesson with the involvement of certain innovative methods and techniques.

The cultural and educational function is implemented in the classroom of Russian as a foreign language during the teacher's communication of information of a country-specific nature. Teaching the Russian language, the teacher talks with students about culture, customs and traditions, holidays, outstanding people and sights of cities of the Russian Federation. Such conversations increase students' motivation to learn Russian, make language facts understandable, for example, the meanings of some words and phraseological units. Turning to an intermediary language is often necessary for students to better understand information of a country-specific nature.

However, in our opinion, the use of the intermediary language in full in all of the above functions is appropriate only at the initial stage of studying the RFL, since at this time the students of the Alisher Navoi TSU have not yet formed the necessary speech skills. It seems to us that the use of an intermediary language should be directly dependent on the level of linguistic training of students: the higher it is, the less the intermediary language should sound in the classroom of Russian as a foreign language. It is necessary to regulate the use of the intermediary language by the teacher in the learning process, since students who are "immersed" in English automatically switch to it during classes in Russian due to the ease of its use, which is fraught with loss of motivation to learn Russian and the need to use it as a means of communication. "The argumentation put forward in favor of the appeal to the native language,.. it often comes down to the fact that it's easier this way... And in general, the purpose of the educational process is not to facilitate it; usually what was given with difficulty becomes "our own"; by facilitating the process, we sometimes weaken its result" [Mitrofanova O.D., Kostomarov V.G., 1990: 121-122].

When studying Russian, students draw an analogy with their native Uzbek or English, which can be carried out consciously or unconsciously. If the linguistic phenomena coincide completely in both languages, then they talk about transposition, or positive transference, if there is a partial coincidence or lack thereof, then they talk about interference, or negative transference. To overcome the interference, educational literature is needed, designed for an audience with a certain language, which will be based on comparative linguistic research. An example is the textbook by V.N. Wagner "Methods of teaching Russian to English-speaking and French-speaking on the basis of interlanguage comparative analysis".

Comparative analysis can be explicit and implicit.

In the case of explicit (explicit, openly expressed) analysis, the comparison and comparison of the phenomena of the Russian language and English, acting as an intermediary language, or the native language of students is carried out by the teacher; in the case of implicit analysis (hidden, implicit) - by the student himself, establishing parallels between the two languages at conscious or unconscious levels.

Based on the experience gained in the process of teaching RFL in the English department at the Alisher Navoi TSU, and the analysis of the methodological literature on the problem under study, we came to the following conclusions:

1. Due to the limited number of hours of Russian, RFL teachers need to know English. Proficiency in this language and its use helps the teacher to facilitate and intensify the learning process, make it more effective.
2. In the RFL classes, English, acting as an intermediary language, helps to conduct a comparative analysis of linguistic phenomena, which, in turn, contributes to the formation of communicative and speech skills and overcoming interference.
3. It is necessary to create a new nationally oriented educational literature on RFL, based on a comparative analysis of the linguistic facts of the intermediary language and the language being studied. The problem of using English as an intermediary language in teaching Russian as a foreign language and interlanguage interference considered in this article is relevant for modern Russian linguists and RFL methodologists in the light of new approaches to language teaching.

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